DOCUMENT RESUME

ED 214 900 SP 019 936

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TITLE Teacher and Administrator Evaluation. Bibliographies in Education. No. 74.
INSTITUTION Canadian Teachers' Federation, Ottawa (Ontario).
REPORT NO CTF-C-81101; ISBN-0-88989-121-4
PUB DATE Dec 81
NOTE 112p.
LANGUAGE English; French

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Administrator Evaluation; Administrator Qualifications; Annotated Bibliographies; Evaluation Criteria; Evaluation Methods; Evaluation Needs; Foreign Countries; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS Canada

ABSTRACT

This annotated bibliography contains 602 references on teacher and administrator evaluation appearing, between May 1975 and September 1981, in: (1) Bibliographie du Quebec (Bibliotheque nationale du Quebec); (2) British Education Index (British Library); (3) Canadian Books in Print (University of Toronto Press); (4) Canadian Education Index; (5) Current Index to Journals in Education (Oryx Press); (6) Directory of Education Studies in Canada; (7) Educational Administration Abstracts (University Council for Educational Administration); (8) Onteris (Ontario Ministry of Education); (9) Radar (Bibliotheque nationale du Quebec); (10) Resources in Education (ERIC); and (11) Subject Guide to Books in Print (Bowker). Some items and annotations are in French. The first section covers writings on teacher evaluation, teachers' self-evaluation, and student evaluation of teachers. The second section deals with writings in administrator evaluation. A list of 74 items from the Bibliographies in Education series from June 1969 to December 1981 is appended. (JD)

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BIBLIOGRAPHIES IN EDUCATION

No. 74

TEACHER AND ADMINISTRATOR EVALUATION

December 1981

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TEACHER AND ADMINISTRATOR EVALUATION

This bibliography includes references on the subject of teacher and administrator evaluation appearing in the sources listed below between May 1975 and September 1981. Previous listings on this subject can be found in Bibliography no. 52, Teacher Evaluation, and Bibliography no. 65, Principals and Vice-Principals.

The sources consulted in preparing this bibliography include: Bibliographie du Québec (Bibliothèque nationale du Québec), British Education Index (British Library), Canadian Books in Print (Univ. of Toronto Press), Canadian Education Index (CEA), Current Index to Journals in Education (Oryx), Directory of Education Studies in Canada (CEA), Educational Administration Abstracts (University Council for Educational Administration), Onteris (Ont. Ministry of Education), Radar (Bibliothèque nationale du Quebec), Resources in Education (ERIC), and Subject Guide to Books in Print (Bowker).

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Geraldine Gilliss
Director
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CONTENTS

		Page
I.	Teacher Evaluation	
	A. General	1
	B. Self-evaluation	66
	C. Student Evaluation of Teachers	80
II.	Administrator Evaluation	
	A. General	93

I. TEACHER EVALUATION

A. GENERAL

*1. Adelmann, Lorin. Teacher evaluation -- a cooperative venture. Manitoba Teacher 54:9:4 Je'76.

Cooperation among the teachers, trustees and administrators of Morris-Macdonald School Division resulted in the School Board adopting the recommendations of a divisional teacher evaluation committee as the division's policy. The intent of the policy was to create a greater awareness of the teacher-learner environment, to promote professional development and to document teachers' performances. The overall emphasis is expected to create a positive effect on the educational process in the Division. Details of the plan are presented.

2. Akin, Nancy A., and others. Teacher evaluation. Lutheran Education 112:5:251-57 May-Jun'77.

The educational philosophy and general principles underlying the concept of teacher evaluation are discussed and suggestions made for objectives and procedures assuring a well-planned, fair, and constructive evaluation process.

*3. Alexander, Ed. Who is responsible for evaluating a teacher's competence in class? Reporter 4:4:26 Dec'78.

Teachers must be adamant in insisting that only principals or board supervisory officers be involved in teacher evaluation. Neither the Ontario Education Act nor regulations permit a transfer of duties relating to teacher evaluation from superintendents and principals to other parties such as vice-principals, consultants or program supervisors.

4. Allaire, Denis et Lucie Houde. Étude de l'effet de méthode entre deux mesures de satisfaction au moyen d'une analyse de variance multitrait - multiméthode. Montréal: I.N.R.S.- Éducation, 1974.

5. Allen, Bill, and others. Effective Teacher Evaluation. New York: Irvington Publ., 1976.

*6. Almost half opposed to collegial evaluation. Education BC 5:5:2-3 Aug'77.

A masters degree thesis completed by a Surrey elementary school principal shows that only one-third of the teachers in that district support collegial evaluation. The study also indicated that the greatest support for collegial evaluation existed among young and inexperienced teachers.

**7. Alvir, Howard P. How to Hit a Moving Target (New Measurement Dimensions in Teacher Evaluation). 1975. 35p. Available ERIC. ED 109 053.

Section one of this paper on teacher evaluation examines teacher evaluation by objectives. It discusses workload and

the roles of specialists and generalists in education. The second section analyzes a number of different faculty roles. Section three recommends that teachers be flexible, creative, responsible, credible, articulate, and professional. The last section discusses the mechanics of evaluation and evaluation guidelines.

*8. Anderson, Judith C., and James E. Anderson. Natural Justice: Its Definition and Application to the Termination of School System Employees. Paper presented at the Second Congress of the Canadian School Trustees' Association, 1979. 40p.

The procedural requirement of natural justice is an ancient one in common law. A school board must ensure that a valid and reliable process exists for its employees. The elements of such a process are: (1) An employee must know what is expected of him through an adequate job description, proper knowledge of policies and a results oriented supervisory process; (2) An employee must know if he is not meeting expectations; (3) An employee must be provided with help and time to remedy deficiencies; (4) An employee must know the results of failure to improve performance; (5) The employee must be a full participant in the process; (6) The basis of the process must be empirical data.

*9. Anderson, L.W. More about teacher evaluation. OCLEA 5:3-6 Sep'75.

This article discusses typical restraining forces that hinder the adoption of effective teacher evaluation programs and recommends use of a management by objectives approach to overcome these obstacles.

10. Anderson, William W. Focus on measurement and evaluation -- "really good" teachers: how to find out who they are. Reading World 16:3:213-18 Mar'77.

Measurement of teacher effectiveness in reading pedagogy is a task that should command far greater attention than it has yet been given.

11. Apker, Wes, and others. A Dialogue on Teacher Evaluation. Portland, Ore.: Institute for Quality in Human Life, 1975.

12. Arth, Alfred A., and Austin F. Groden. Recall teachers with defects. Kappa Delta Pi Record 12:2:48-49,54 Dec'75.

If teachers were like automobiles, which model would we favor? There are all kinds, but they all need good maintenance and proper upkeep. The authors explain how.

*13. Arth, Alfred A., and others. Evaluation paranoia: an examination of the examiner. Clearing House 53:5:220-23 Jan'80.

The authors discuss "evaluation paranoia" as a fact of life for students and educators. By grades or job evaluations, both are pressured into conformity through fear of the evaluator. Suggested is a new conception of evaluation, based on self-appraisal and mutual goal-setting to promote honesty and personal growth.

*14. Atkinson, Thomas P. Helping the student teacher. Elements: Translating Theory into Practice 11:8:1-3 Apr'80.

This article discusses the observation of teaching behaviour (what should be recorded, what methods of recording are available, what is low inference and high inference data) and aspects of teacher evaluation (summative evaluation, formative evaluation and constraints on the evaluative process).

15. Bailey, Leona G. Observing foreign language teaching: a new method for teachers, researchers, and supervisors. Foreign Language Annals 10:6:641-48 Dec'77.

Numerous methods of evaluating language teaching and learning are in common use, including direct classroom observation. A time-interval recording system is offered as a practical and reliable technique. It includes describing behaviour to be observed, recording occurrences in a time interval, charting progress and interpreting findings.

*16. Ban, John R., and John R. Soudah. A new model for professionalizing teacher evaluation. Peabody Journal of Education 56:1:24-32 Oct'78.

A model of teacher evaluation based on both administrator and peer evaluation is proposed. Peer review within the context of staff development becomes an integral part of teacher evaluation with a strong potential to improve teacher performance.

17. Barnabé, Clermont. Expérience d'évaluation des enseignants. Bulletin d'administration scolaire 4:2:25-27 mars 1976.

18. Barnette, J. Jackson, and John C. Thompson III. A descriptive assessment of the effect of evaluations on instruction. Studies in Educational Evaluation 5:1:77-86 1979.

A survey examines secondary school teachers' perceptions of the effects of program, student, and teacher evaluations on instructional improvement. Results indicated that student evaluation was most effective in influencing teachers to revise their instruction. Teacher and program evaluations appeared to be ineffective as change agents.

19. Bartunek, Frank. The Politics of Teacher Evaluation. Brandon: Brandon University Staff Study, 1977. Unpublished. 16p.

This paper, presented at the University of Oregon (August 1977), depicts the roles of various interest groups within the Province of Manitoba in the quest for influencing just what the educational system's attitude or outlook toward teacher evaluation will be. Some comparison to other provinces and states within the U.S.A. is made.

20. Bartunek, Frank. School Administrators' Perceptions of Teacher Evaluation. Brandon: Brandon University Staff Study, 1978. Unpublished. 27p.

Findings and implications of a survey of 52 school administrators in Western Manitoba according to 18 dimensions of a locally constructed interview guide reveal some generalizable trends to jurisdictions other than Manitoba. Implications relate to need for inservice, managing for declining enrolment, teacher evaluation strategies presently being used and teacher evaluation or staff appraisal techniques sought.

**21. Bartz, David, and others. A MultiComponent Approach to Evaluation for Teacher Improvement. Kalamazoo, Mich.: Kalamazoo Public Schools, 1978. 151p. Available ERIC. ED 157 808. Microfiche only.

The two major purposes of the evaluation method used -- Teacher Performance Profile (TPP) -- are to serve as a comprehensive system that provides instructional staff with relevant feedback for the improvement of their performance and professional development, and to serve as a formal evaluation of teachers by their principals. The TPP consists of the following components: (1) Student ratings; (2) Principal evaluations; (3) Peer ratings; (4) Parent ratings (elementary level); (5) Self-ratings (student, principal, and peer); and (6) Student achievement data.

22. Basic information on tenured teacher evaluation regulations. NJEA Review 52:5:14-17 Jan'79.

In question-and-answer format, New Jersey's new regulations on tenured teacher evaluation are explained, with special reference to local procedures and the role of the New Jersey Education Association.

**23. Beebe, Robert J. Use of the Behaviorally Anchored Rating Scale in Evaluating Teacher Performance. Paper presented at the Annual Conference of the Evaluation Network, Memphis, 1980. 21p. Available ERIC. ED 194 567.

Behaviorally Anchored Rating Scales (BARS), a new quantitative method of employee performance evaluation, is advocated for teacher evaluation. Development of a BARS is expained.

*24. Beecher, Russell S. Staff evaluation: the essential administrative task. Phi Delta Kappan 60:7:515-17 Mar'79.

This principal worked with teachers to develop observation criteria to be used in evaluating the teachers.

**25. Berliner, David C. Impediments to the Study of Teacher Effectiveness. San Francisco, Calif.: Far West Lab. for Educational Research and Development, 1975. 34p. Available ERIC. ED 128 343.

The heart of performance- and competency-based teacher education, evaluation, and accountability programs is the establishment of empirical relationships between teacher behaviour as an independent variable and student achievement as a dependent variable. Before researchers can adequately establish those relationships they need to deal with the problems of instrumentation, methodology, and statistics. Workers in this area must come to grips with the inadequacy of standardized tests, the unknown predictive validity of tests from special teaching units, the problem of building multi-variate outcome measures, the problems of measurement of appropriateness of teacher behaviour, the lack of experience in choosing an appropriate unit of analysis for describing teacher behaviour, and the lack of stability of many teacher behaviours.

*26. Biamonte, R. Don. The teacher rating game. ATA Magazine 58:1:32-33 Nov'77.

The author examined new trends in teacher evaluation and found that schools were disposing of old techniques in favour of more positive evaluation frameworks -- performance-based evaluation, self-evaluation, student evaluation, peer evaluation, and even parent evaluation.

27. Bohnert, David, and others. Individualizing teacher evaluation. Contemporary Education 49:2:96-101 Wtr'78.

Three models of supervisory programs are presented with the suggestion that the teacher be allowed to select the one he or she prefers to follow. The goal of this method is to lessen teacher hostility toward supervision by determining the means by which personal evaluation will be conducted.

*28. Borich, Gary D. The Appraisal of Teaching: Concepts and Process. Reading, Mass.: Addison-Wesley Pub. Co., 1977. 396p.

This volume is a sourcebook of conceptual frameworks and selected readings, the content of which, in the opinion of the author, is prerequisite to conducting appraisals of teaching. The text is intended to serve primarily as a graduate-level reader to be used in college classrooms, seminars, and workshops, or wherever opportunities exist to discuss and explore the issues and concepts introduced. Accordingly, readings that cover specific techniques as well as readings that attempt to place these techniques within an overarching framework for designing teacher appraisal systems are included. The five topics covered in this volume are: defining teacher competencies; measuring teacher performance; applications of performance appraisal systems; using teacher appraisal techniques and procedures; and developing a valid appraisal system.

**29. Borich, Gary D. Sources of Invalidity in Measuring Classroom Behaviour. Austin, Tex.: Texas University, Research and Development Center for teacher education, 1976. 55p. Available ERIC. ED 120 262. and Instructional Science 6:3:283-318 Jul'77.

This paper is a review of the methodological problems recently uncovered in studying the nature of teacher effectiveness and evaluating the performance of individual teachers. Four problems encountered in the literature are: range of instruments; inconsistent instrumentation across similar studies; lack of a generic framework from which to select behaviours to be measured; and use of instruments with inadequate psychometric characteristics. These problems are discussed.

*30. Borich, Gary D., and Susan K. Madden. Evaluating Classroom Instruction. Reading, Mass.: Addison-Wesley Pub. Co., 1977. 496p.

In the course of examining the effectiveness of a variety of teaching practices and techniques, researchers have developed hundreds of psychological and educational instruments to study teacher and pupil behavior in the classroom. This book is designed to bring before the educational community the instruments used in these studies.

*31. Break vicious circle, professor urges: professionalism stressed. Manitoba Teacher 57:3:1 Nov'78.

Dr. Egil Pederson, key speaker at the Teacher Evaluation Conference, October, 1978, presented the view that teachers should not be evaluated in terms of their classroom performance. "The real test of teachers lies in the actual learning, desire to learn, attitudes and personal achievements of their students." Peer evaluation and self-discipline are mentioned as the best means of measuring and improving the effectiveness of teachers as professionals.

*32. Brody, Judith A. A good teacher is harder to define than find. American School Board Journal 164:7:25-28 Jul'77.

In most cases excellent teachers are made. School boards have to establish a climate that offers job satisfaction, that reduces some of the tensions and frustrations inherent in the job, and that recognizes teachers as people who want to learn to do their job better.

*33. Bryant, Gerald, and Frank Haack. Appraisal: peer-centered and administrator-centered. Educational Leadership 34:8:608-612 May'77.

The authors feel that teachers can benefit from supervisory practices that will help them assess their own teaching. The two techniques described, peer-centered and administrator-centered systems of evaluation, are both centered on classroom visitation and focus on the actions of teachers working with students. The techniques suggested will yield concrete, observable, verifiable data.

**34. Burke, Robert E. Developing and Implementing a System of Teacher Evaluation. Practicum submitted in partial fulfillment of the requirements for the Ed.D. Degree, Nova University, 1976. 88p. Available ERIC. ED 136 334. Microfiche only.

This practicum report describes the development and implementation of a teacher evaluation system in Pinellas County, Florida. The evaluation system developed was designed to address the goals of team teaching and individualized instruction. The system is intended to evaluate teacher performance in three areas, including: (1) Teacher-pupil interaction; (2) Utilization of resources; (3) Teacher- team interaction. The appendix contains copies of various teacher evaluation forms developed during the course of the practicum.

**35. Calkins, D.S., and others. Development of a Competency Based Professional Personnel Evaluation System: A Cooperative Effort Between an R & D Centre and School System. Austin, Texas: Texas University, Research and Development Centre for Teacher Education, 1978. 21p. Available ERIC. ED 167 523.

This report describes the joint efforts to develop a competency based teacher evaluation system. The task assigned was to produce a system that reduced the vagueness and the time demands on evaluators and could be uniformly applied throughout the district. The expressed purpose of the new system was to provide initiative for professional growth by supplying individuals with feedback on their performance and to aid administrators in making contractual decisions concerning individuals. The report delineates the research activities accomplished (including surveys of parents and school personnel) in order to develop the system.

**36. Capie, William R., and David P. Butts. Evaluating Teachers Using Teacher Performance. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Cincinnati, Ohio, 1977. 16p. Available ERIC. ED 139 630. Microfiche only.

A rationale for using teacher performance as the best source for evaluating science teachers is developed. Examples of observational techniques which vary in specificity are analyzed for their appropriateness, amount of structure and degree of realism.

**37. Capie, William, and others. Selected Investigations of the Reliability of the Teacher Performance Assessment Instruments (A Working Paper). Athens, Georgia: Georgia University, Athens, College of Education, 1979. 63p. Available ERIC. ED 187 665.

A study investigating the degree of agreement between teacher evaluators using a standard set of evaluation criteria and evaluation methods examines the test reliability of the Classroom Procedures Assessment Instrument, the Interpersonal Skills Assessment Instrument, and the Teaching Plans and Materials Assessment Instrument.

*38. Carey, Lou M. State-Level Teacher Performance Evaluation Policies. Syracuse, N.Y.: distributed by the Syracuse University National Dissemination Center for the National Council of States on Inservice Education, 1980. 12p.

The purpose of this study was to use the standards developed by the Joint Committee on Standards for Education Evaluation (chairman: Daniel L. Stufflebeam, Western Michigan University) as a framework to review current state-level teacher evaluation policies. Specific answers sought were: (1) Which of the standards (accuracy, utility, propriety and feasibility) are reflected in state-level teacher evaluation policies; (2) Which States include references to the most standards in their teacher evaluation policies.

**39. Carlson, Robert V., and Richard Park. The Meta Evaluation Pilot Study of a Clinical Teacher Evaluation Model. Paper presented at Annual Meeting, American Association of Colleges for Teacher Education, 1978. 47p. Available ERIC. ED 157 869.

Presented in this paper is a brief overview of alternative approaches to evaluating teacher performance that includes appraisal based on mutually derived objectives, appraisal based on student learnings, and appraisal based on teacher behaviour. Subsequent to this overview is a more indepth review of an approach which integrates the above mentioned appraisal approaches within a clinical model.

**40. Carlson, Robert V., and Richard Park. Teacher Evaluation: Relevant Concepts and Related Procedures. 1976. 33p. Available ERIC. ED 129 739.

The present purposes of teacher evaluation commonly include: (1) Professional growth for improvement of instruction; (2) Clarifying goals and objectives; (3) Measuring progress toward those goals; (4) Clarifying in-service needs; (5) Judging the contribution of the teacher to pupil progress; (6) Determining salaries; (7) Determining employment status. Three conceptual frameworks of teacher evaluation are discussed: appaisal based on mutually derived objectives, appraisal based on student learnings, and appraisal based on teacher behaviour.

*41. Carlson, Robert, and Ted Mable. Evaluating the teacher-advisor. NASSP Bulletin 60:401:33-39 Sep'76.

Evaluation, if not carefully planned and implemented, can do more harm than good. A successful system used to monitor one recent educational innovation is described.

**42. Carrano, Andrew S. A Course in Staff Performance Evaluation: Preparing for Implementing PA 74-278 "An Act Concerning Teacher Evaluation." Instructor's Manual. First Draft. New Haven, Conn.: Area Cooperative Educational Services, 1976. 232p. Available ERIC. ED 168 220. Microfiche only.

The purpose of this manual is to provide the instructor with an outline and prototypic documentation to lead a course on the topic of staff performance evaluation. This course may be used as an inservice program. Titles of the ten sessions are: Introduction and Orientation, the Law and Guidelines,

System-Wide Goal Setting, Preparing Instructional Objectives, Writing Performance Objectives, Self Evaluation, Target Setting Simulations, Developing a Plan for Staff Performance Evaluation, Editing the Plan, and a Plan for Staff Performance Evaluation.

**43. Carrano, Andrew S. Teacher Evaluation: A Guide Book for Connecticut School Districts. Hartford, Conn.: Connecticut State Department of Education, 1978. 98p. Available ERIC. ED 169 670. Microfiche only.

This publication is intended to assist school districts in Connecticut in implementing Connecticut's Teacher Evaluation Law. Each chapter deals with implementing a part of the law in compliance with established guidelines. Included are guidelines for determining what needs and purposes the teacher evaluation program will fill, determining the priorities of system-wide goals, writing job descriptions, determining accountability relationships, developing self-evaluation methods and writing performance objectives.

*44. Cassidy, Phil. Results of a teacher evaluation survey (summary). Reporting Classroom Research 6:2:7-8 Mar-Apr'77.

The responses of over 3,000 teachers in an urban school system to a questionnaire about their views on methods used by their administrative superiors to evaluate their effectiveness as teachers indicated that many, if not most, teachers felt that: (1) An evaluator should spend one-half to one hour observing them in any one formal evaluation; (2) The pupil/teacher relationship is the single most important dimension in a formal assessment; (3) The importance of informal evaluations in preference to formal ones should be stressed; (4) Colleagues like department chairman or heads are better qualified than principals or vice-principals to evaluate their work.

45. Cassidy, Phil. Teacher Evaluation Survey. North York: North York Board of Education, 1976.

As part of the process of revamping formal evaluation procedures, all teachers, with the exception of those in their first year of teaching in North York, were asked to complete a questionnaire regarding the formal evaluation process and to rank a list of dimensions of what should be included in any formal evaluation. The list of dimensions was also given to principals and vice-principals.

46. Castelli, Joseph. Reviewing staff performance. California School Boards 37:3:10-12 Apr'78.

**47. Chan, Tak-Cheung. Determining valid criteria for teacher evaluation. Georgia Association of Middle School Principals' Journal 1:1 Spr'77. 18p. Available ERIC. ED 156 677.

Teaching may seem too complex and too involved in various dimensions of affective and cognitive aspects of learning for a good teacher evaluation program to be devised. The

research task of developing reliable methods of evaluating teachers and determining the validity of the criteria on which these methods rest lies before us. A hierarchy of criteria is proposed, based upon analysis of observable and unobservable characteristics, measurable and non-measurable characteristics and attributes and variables.

*48. Channon, Geraldine Teacher Evaluation -- Art of the Impossible? Paper prepared for the New Brunswick Joint Committee on Teacher Evaluation, 1978. 29p. + app.

The author summarizes a number of approaches to teacher evaluation and discusses their advantages and disadvantages. In particular, the problems associated with the use of rating forms are pointed out. Some alternative approaches to evaluation are presented. Sample rating forms and lists of criteria are included in the appendix.

**49. Christner, C.A., and others. Competency-Based Teacher Evaluation in a School District: Validation of The Competencies' Importance By District Administrators, Professionals, Students and Parents. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, 1979. 22p. Available ERIC. ED 177 213.

As part of the Austin Independent School District's revision of its Professional Personnel Evaluation System, a study was conducted to determine the components of a teacher competency-based evaluation instrument. After factor analysis and intraclass correlations were performed, 63 competencies were chosen and grouped into six categories: personal qualities, procedural and record keeping skills, instructional skills, classroom management skills, expertise in basic skills and subject areas, and interpersonal skills. In addition to teacher evaluation, one of the major goals in developing the evaluation instrument was for use in staff development. Plans were formulated to compile the data from the evaluation forms and to analyze the ratings.

**50. Clemson, David. The use of repertory grid technique in teaching appraisal: methodological considerations. Journal of Curriculum Studies 12:2:171-176 Apr-Je'80.

**51. Coats, William D. Accountability in Education -- The Kalamazoo Plan. Paper presented at the Annual Meeting of the American Association of School Administrators, Dallas, 1975. 25p. Available ERIC. ED 106 946.

Evaluation of professional staff is one aspect of the comprehensive accountability model operating in the Kalamazoo schools. The specific personnel accountability systems used to evaluate the positions of superintendent, administrators, and instructional staff members are presented here. The performance profile used in personnel evaluations consists of a ratings component and a performance objectives component. The ratings are provided by others who work with the person being evaluated. The teacher performance profile is composed of student ratings, principal ratings, peer ratings, self-ratings, and student achievement data. In some cases, parent ratings are also used.

*52. Cohen, Phyllis. Clinical supervision and changes in teacher behaviour: an investigation. Comment on Education 9:2:11-18 Dec'78.

Research has shown traditional evaluation has little effect on promoting changes in teaching behaviour. Teachers will hold supervision suspect as long as assessment is the primary purpose of rating teacher performance. The data generated in this study suggest that observational instruments such as the Modified Tuckman Teacher Feedback Form presented could be used to replace or supplement some of the standard forms that are now required for collective agreements or personnel manuals. The use of such instruments could help develop a more objective information base on the classroom behaviour of teachers. Supervision for self-evaluation and self-improvement would not necessarily replace supervision for rating purposes, but if used in conjunction with the information gathered from the latter, it would give a more comprehensive, accurate picture of a teacher's classroom behaviour.

*53. Cohen, Phyllis. Teacher evaluation in a school system: an overview. Education Canada 19:3:26-31,48 Fall'79.

The model for teacher evaluation examined by this author is considered a forerunner and is heralded across Ontario as one to be emulated. It is particularly noted for its emphasis on the teacher in the school setting. The Board has developed a systematic approach to teacher evaluation that aims at promoting standardized procedures for measurements. It endorses using evaluation for helping the teachers and encouraging their professional growth. The guidelines set down in the Principal's Handbook encourage long and frequent classroom visitations so that the evaluator may become familiar with the teacher's classroom behavior. An attempt is made to foster a common understanding of the goals of evaluation and to encourage the evaluator's accountability.

54. Coker, Homer. The effectiveness-directed approach to teacher evaluation and certification. Journal of Classroom Interaction 13:2:27-31 1978.

Findings from this project suggest that (1) effective teaching can be predicted from observation in natural classroom settings and (2) a teacher can be trained in the use of observation instruments in order to assess another teacher's performance.

*55. Coker, Homer. Identifying and measuring teacher competencies: the Carroll County Project. Journal of Teacher Education 27:1:54-56 Spr'76.

The Carroll County Project proposes to develop a plan for identifying and measuring teacher competency areas and related teacher behaviours, and to assess the extent to which these teacher behaviours affect student outcomes, school goals, and objectives.

*56. Colborne, Bill. Between the two of us. Corridor 7:1:16-18 Nov'77.

The author presents some personal thoughts on the criteria for teacher evaluation and some enduring qualities of successful teachers.

*57. Competency tests for teachers. ATA News 12:17:2 May 22'78.

This article discusses the current trend in the U.S. requiring beginning teachers to take competency tests. One of the major concerns is the legality of requiring teachers already certified, employed and even having tenure to take competency tests.

58. Cookson, Peter W., Jr. Teacher evaluation in independent schools. An empirical investigation. Independent School 39:4:47-54 May'80.

Traditionally informal, teacher evaluation in the private school sector is changing. Although faculty and administrators view the situation from different perspectives, there is agreement that more formal methods are more satisfactory. Boarding schools differ significantly from day schools in their approach to teacher evaluation.

59. Costantino, N.V. A critique of some grounds and methods which are used to legitimize the practice of attributing effectiveness to non-human agents. Journal of Thought 14:2:131-137 Apr'79.

Effective teaching is not a concept which can be separated from the person who is teaching. Scholars who abstract observed teaching behaviours to create an objective, error-free, fictitious "effective teacher" do not seem to realize the quantitative and qualitative differences between their non-human creation and a living teacher.

**60. Cottrell, Victor A. Evaluating Your Teaching Staff. Paper presented at the Annual Meeting of the National School Boards Association, 1979. 13p. Available ERIC. ED 173 927. Microfiche only.

Effective teacher evaluation rests on the discovery of the essence of teaching excellence. It is important to evaluate the essence of great teaching from as many perspectives as possible. Incompetent administrators make an effective teaching program impossible. To improve the teacher evaluation process, it is necessary to first look at the administrator evaluation process and at the school board's self-evaluation process. Teacher evaluation can be viewed on three different levels - terminating employment, monitoring teacher effectiveness, and encouraging continued growth and development of teachers.

*61. Crenshaw, Harrison M. II., and John R. Hoyle. Openness is essential: the principal's headache -- teacher evaluation. NASSP Bulletin 65:442:37-45 Feb'81

Openness is essential if evaluation is to succeed. If teachers are given more responsibility to do a job, they will be more deeply involved in the job and will be more willing to accept broader jobs and responsibilities.

*62. Crews, Carole. Rush to judgment -- no time for teacher evaluation? Make time. NASSP Bulletin 65:442:12-16 Feb'81.

An evaluation model and steps to take in planning for the evaluation process are provided. Such planning and organizing ensures that the evaluation process is achieved systematically.

63. Curson, Chris. How to sack teachers without being found unfair. Education (Br.) 153:4:98-99 Jan 26'79.

64. Daigneault, Armand (traducteur). L'évaluation de l'enseignant. Traduction et adaptation de documents d'Educational Research Service Inc. Montréal: AIES, 1975.

65. Daniels, Linda, and Margaret Phelps. Teacher evaluation in Tennessee. Tennessee Education 9:2:13-17 Fall'79.

Describes the findings, conclusions, and recommendations of a 1978 teacher evaluation study to survey and compare the evaluative operations, instruments, and standards in ten areas in Tennessee. Reviews various theories of teacher evaluation and explains teacher's reactions to the need for nationwide evaluation.

66. Davidson, Charles W., and Michael L. Bell. Relationships between pupil-on-task-performance and teacher behaviours. Southern Journal of Educational Research 9:4:223-35 Feb'75.

Since there is general agreement that all teachers do not produce the same amount of learning even when provided with similar or identical classes and teaching conditions, this study attempted to determine the relationships between specific teacher behaviours and pupil-on-task-performance.

67. Derenchuk, George. Toward a philosophy of teacher evaluation. Administrator (Man.) 2:1:15-22 Fall'77.

*68. Derewecka, Stephanie. Supervision of instruction: Russian roulette? The Federation News (FESCT) :9 May'80.

The author describes various evaluation schemes used in school systems in the last twenty years. With that background, the article then turns to the School Personnel Supervisory System (S.P.S.S) about to be implemented in the Montreal area. The author classifies this system as a very subjective summative evaluation system.

*69. Desruisseaux, Robert. Les relations du travail en milieu scolaire, bannir l'improvisation, la subjectivité... La revue scolaire 27:9:14-15 mai 1977.

Un comité d'évaluation des personnels a été formé au sein de la fédération des commissions scolaires suite au voeu exprimé par les commissaires d'écoles réunis lors du 28e congrès de la fédération. Le mandat de ce comité: constater et apprécier les différents mécanismes existant dans les commissions scolaires, prendre connaissance de l'opinion des spécialistes de l'évaluation, étudier certains mécanismes d'évaluation hors du système scolaire et élaborer une stratégie de sensibilisation et d'implantation au niveau des commissions scolaires. Les responsables de la commission scolaire Port Royal ont mis au point un processus administratif permettant de déterminer quatre paramètres: ce qu'il faut faire, qui le fait, quand il le faut et vérifier si c'est fait et dans quelles conditions. Le but du comité d'étude sur l'évaluation: atténuer la part d'improvisation à la gestion scolaire.

*70. Desruisseaux, Robert. Les relations du travail en milieu scolaire, comment parfaire un système? La revue scolaire 27:9: 11-13 mai 1977.

L'évaluation du rendement risque de conduire à des jugements subjectifs puisque les résultats atteints s'évaluent selon des critères souvent personnels. Une entreprise ne demeurera pas compétitive si elle n'évalue pas la qualité de sa production et ne cherche pas à l'améliorer constamment. En éducation, on a en plus l'obligation morale de ne pas se tromper.

71. Development: as people and professionals. Canadian Training Methods 9:5:10-13 Feb'77.

*72. Diamond, Stanley C. Toward effective supervision of classroom instruction. NASSP Bulletin 62:418:89-97 May'78.

The author advocates democratizing the teacher supervision process and separating it from evaluation in this review of the literature.

73. Donlan, Dan. A methodology inventory for composition education. English Education 11:1:23-31 Oct'79.

This article illustrates one method for describing changes in classroom behaviour of composition teachers. Included is a methodology inventory that may be used as an indicator of expertise and assessment of needs.

*74. Dorner, Liz. Conflicting opinions about vice-principals' right to evaluate. Reporter 4:7:36 Mar'79.

The author questions the legality of a growing trend for principals to shift the responsibility of teacher evaluation and the report to the board to the vice-principal.

*75. Dougherty, John W. Supervision and evaluation of teaching in extra-curricular activities. NASSP Bulletin 62:416:31-34 Mar'78.

The emphasis of this article is on athletic coaches and their supervision and evaluation as teachers.

*76. Downey, Gregg W. How to get rid of your bad teachers and help your good ones get better. American School Board Journal 165:6:23-26 Jun'78.

Even the most stringent tenure laws do not oblige school systems to retain unsatisfactory teachers. Before a teacher's work can be judged, uniform and rational evaluation criteria must be adopted. However, the primary purpose for adopting these criteria should be to help good teachers do a better job. Various guidelines are presented.

77. Doyle, Walter. Interpreting teaching effectiveness research. Viewpoints on Teaching and Learning 54:4:41-53 Oct'78.

In exploring the question of teaching effectiveness research, this essay provides historical insight, an analysis of present day uses and examples of the potential utility of this research.

*78. Doyle, Walter, and Ronald W. Olszewski. Colleague interaction and teacher performance. Education 95:3:276-79 Spr'75.

The present paper focuses on meaningful, task-related colleague interaction as a vehicle for improving the performance capabilities of teachers.

79. Doyon, Cyril, et al. Centre d'évaluation et milieu scolaire: identification du profil du potentiel relatif au rôle et à la tâche de l'enseignant efficace à l'école primaire. M.Ed. diplôme, Université du Québec à Trois-Rivières, 1978-1979.

80. Dubuc, Renée. Évaluer pour qui? pourquoi? Montréal: Cégep de Rosemont, 1979.

*81. Duhamel, Ronald J., and others. A Study of Teacher Evaluation in a Representative Sample of Ontario School Systems. Paper presented at the Ontario Educational Research Council Annual Conference, Toronto, 1978. 29p.

This paper examines evaluation styles in use in the province of Ontario. Three basic models of evaluation are discussed -- process, presage and product models. The advantages and disadvantages of each and the extent of their use in the province are presented. Finally, the authors advance some suggestions indicating how teacher evaluation might become more meaningful and effective as a tool to improve the teaching/learning situation.

*82. Duhamel, Ronald, and others. Teacher evaluation. Education Canada 19:4:26-31,46 Wtr'79.

Three basic evaluation styles are discussed: (1) process approach -- organization, comportment and presentation; (2)

presage -- qualifications, personal qualities, physical appearance; (3) product -- learning outcomes. The pros and cons of these evaluation styles are presented, and suggestions are made to make evaluation more useful in determining successful teaching.

*83. Dukacz, Albert S. Gutenberg's gift to assessment: it's true because I write it. Reporter 4:9:23-26 May'79 and Why principals rate teachers higher than they rate themselves. Reporter 4:10:16-19 Je'79.

In this two part article, the author explains his studies into the factors influencing principals' evaluations of teachers in elementary schools. Principals were asked to complete similar questionnaires for each of the teachers they were required to evaluate. Principals' assessments were then compared with teachers' self-assessments in two ways -- the overall rating of each teacher and the mean scores on each of the items in the scale. In three-fifths of the overall scores, significant differences were found. In 19 of 25 criterion items, principals' and teachers' means differed significantly. The author identifies factors which influence scores and postulates the existence of a "safety zone" phenomenon which influences teacher evaluation.

*84. Dukacz, Albert S. Non-Articulated Factors Influencing Principals' Evaluation of Teachers in Elementary Schools. Study funded by the Ontario Educational Research Council, 1979. 17p. + app.

A list of 25 criteria for teacher evaluation was made generally known to teachers and principals in a school system. A rating scale comprised of these criteria was completed by 42 teachers. Principals whose responsibility it was to evaluate these teachers completed similar questionnaires for each of the teachers. Principals' assessments were compared with teachers' self-assessments in two ways: the overall rating of each teacher and the mean scores on each of the items in the scale. In three-fifths of the overall scores, significant differences were found. In 19 of the 25 criterion items, principals' and teachers' means differed significantly. The articles listed above report on this study.

**85. Duke, Daniel L. Professional Development and Course Improvement Through the Use of the Instructional Audit. 1977. 25p. Available ERIC. ED 141 368.

This document outlines an approach to collecting and processing data for both professional development and course improvement. The approach, which combines elements of evaluation and research is referred to as an instructional audit. Data collected during the audit addresses the following basic questions: (1) What does the teacher intend to teach? (2) What does the teacher actually teach? (3) What does the student perceive he learns? (4) What does the teacher perceive the student learns? These four questions give the audit a systematic, comprehensive quality not shared by many other evaluation and observation schemes.

**86. Duke, Daniel Linden, and others. Personalizing Professional Development: An Overview of Five Instructional Audits. 1977. 19p. Available ERIC. ED 141 367.

This document reports on the results of instructional audits of five classes. The audit commences with a teacher briefing during which the auditor records what is intended to be taught during the upcoming observation. This permits the auditor to compare this information with what teachers actually teach and the extent to which they fail to achieve their expectations. Students are interviewed at the end of the observation period, and data is collected on their perceptions. Differences between the teacher's perception of what was meant to be learned and what students appeared to have actually learned are evaluated. At the conclusion of this experiment it was felt that the audit could serve as a valuable component of a personalized professional development program for both preservice and inservice teachers. The primary strength of the audit lies in its subject matter focus, concerned with course improvement rather than teacher evaluation, provision for student input, and systematic approach to the assessment of teaching.

*87. Dunbar, F.L. Parents as second class citizens. The School Trustee 29:3:22-23 July'76.

Parents who send their children to public or separate schools must not surrender their traditional legal rights of making, through their elected representives, a final determination as to who should continue to teach their children. The Saskatchewan School Trustees' Association considers the question of general parental "acceptability" to be critical in the case of a teacher. For this reason, continuation in service on a permanent basis must be a decision made by the school board in its representative capacity.

*88. Dunn, Rita Stafford, and Kenneth J. Dunn!. Administrator's Guide to New Programs for Faculty Management and Evaluation. West Nyack, N.Y.: Parker, 1977. 294p.

This book is designed to serve as a practical guide to many of the newer, more successful techniques for the management and evaluation of faculty. It is written in response to the special needs of school administrators and includes a broad range of proven techniques employed in various organizations and businesses. The important principles established by Maslow, Blake, Herzberg, Drake, Mackenzie and other well-known industrial psychologists and management consultants are translated into practical new programs for immediate use by administrators in education. Interview guidelines, sample evaluation forms and teaching-style appraisal techniques are presented. This book also offers effective strategies for self, peer, and student evaluation to obtain increased personal motivation and commitment without threat or self-defeating anxiety.

*89. Eckard, Pamela J., and James H. McElhinney. Teacher evaluation and educational accountability. Educational Leadership 34:8:613-618 May'77.

This article argues the importance of improving teacher evaluation and educational accountability, and outlines a suggested model for effective teacher supervision and evaluation.

*90. Edmonton principals protest Board move. ATA News 14:7:1 Dec 3'79.

The ATA local expresses a negative reaction to an Edmonton Public School Board statement on the role of school principals. Though the Board stated later it was only attempting to write down what people were already doing, the Teachers' Association felt that the Board was attempting to assign to the principal distinctly managerial functions (responsibility for hiring and firing) in accordance with its view that principals should be separated out of their bargaining unit. Parts of the statement referring to selection, evaluation, transfer and dismissal of staff were the most contentious items.

91. Educational Research Service. Negotiating the Teacher Evaluation Issue. ERS Negotiation Aid for School Management. Arlington, Va.: Educational Research Service, 1979. 76p. ED 170 960. Not available ERIC.

This negotiation aid for school managers explores the extent to which one noneconomic issue -- the evaluation of teacher performance -- has become a bargainable item. Included here are summaries of both management and teacher views on negotiating the teacher evaluation issue as they have appeared in the literature, an analysis of teacher evaluation provisions published in recently negotiated master contracts, and cases involving teacher evaluation practices that were decided by arbitration, by public employment relations boards, and by the courts. Samples of negotiated contract clauses that pertain to teacher evaluation are also included.

*92. Educational Research Service. Evaluating Teacher Performance. Arlington, Va.: ERS Inc., 1978. 234p.

This ERS Report summarizes current practices of evaluating teacher performance in school systems throughout the nation. Also included are a review of educational literature regarding such evaluation, examples of teacher evaluation forms and procedures, uses of the evaluation results, and examples of materials that have been helpful to evaluators.

*93. Educational Research Service. Merit Pay for Teachers. Arlington, Va.: ERS Inc., 1979. 126p.

The basis of any merit pay scheme is an evaluation system to determine who qualifies for merit pay. This report contains many examples of incentive plans or merit pay schemes in operation.

94. Edwards, Clifford H., and others. Planning, Teaching and Evaluating: A Competency Approach. Chicago, Ill.: Nelson-Hall, 1977.

95. Eggleston, Jim F. Evaluating teachers or teaching? Forum for the Discussion of New Trends in Education 21:2:40-42 Spr'79.

> Political calls for accountability reflect a desire for real evidence on effective teaching, but these proposals tend to focus on the teacher, not teaching. Educators should create their own structure for the intraprofessional evaluation of teaching, emphasizing empirical examination of teaching intentions, processes and outcomes.

*96. Elkins, John. Where to from here? Australian Journal of Reading 2:1:46-48 Mar'79.

> This article discusses teacher accountability and suggests that teacher educators might take the initiative through encouraging evaluation at a number of levels, through better research, and through more broadly-based programs of development.

97. Elliot, John. Accountability, progressive education and school-based evaluation. Education 3-13 7:1:27-31 Spr'79.

> The author examines claims that progressive teaching methods are one cause of declining standards and looks at national monitoring systems developed as a political and administrative response to this issue. Finding these bureaucratic procedures inconsistent with the ideals of progressive education, he proposes an alternative school-based accountability model.

*98. Ellis, Elmer C., and others. Peer observation: a means for supervisory acceptance. Educational Leadership 36:6:423-26 Mar'79.

> Teachers have a different attitude towards supervision when they have participated in a program of peer supervision.

*99. Ellman, Neil. Evaluating representative teaching behaviours. NASSP Bulletin 60:401:25-27 Sep'76.

> The author believes that classroom observation is, and will continue to be, the cornerstone of teacher evaluation. Nine suggestions are offered to help administrators ensure that their observations are fair and representative.

**100. Engelhardt, Jon M., and James H. Wiebe. Measuring Diagnostic/ Remedial Competence in Teaching Elementary School Mathematics. 1978. 25p. Available ERIC. ED 177 018.

> Presented is an instrument that can be used to determine the competence of regular classroom teachers, special education teachers, or clinicians in the area of diagnosis and remedial instruction in elementary mathematics. The instrument itself, an answer form, background and theoretical development of the instrument, reliability and validity data,

scoring details, and a sample demonstrating the techniques for scoring are included.

**101. ERIC Abstracts: ERIC Document Résumés on Staff Evaluation. ERIC Abstracts Series, No. 37. Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1976. 27p. Available ERIC. ED 131 518.

The 47 documents in this annotated bibliography consider the problems of measuring staff effectiveness, examine methods, approaches, and evaluation practices, and describe some current programs.

*102 Ertis, Bernie P.A. How much are you really worth? Forum 6:5: 203-4 Dec'80.

The problems and pitfalls of performance appraisal are discussed from the point of view of the supervisor.

103. Evaluation begins with a job description. NJEA Review 52:6:8-9 Feb'79.

The New Jersey Education Association analyzes the job description provision in the State's new teacher evaluation regulations and presents a suggested job description for New Jersey's tenured teachers.

104. Évaluation et rémunération au mérite. La FCSCQ se prononce. Revue Information 18:1:19-21 sept. 1978.

**105. Evaluation Materials. Hagerstown, Md.: Washington County Board of Education, 1977. 15p. Available ERIC. ED 177 684. Microfiche only.

Policy and guidelines for teacher and administrator evaluation in the Washington County schools are contained in this paper. Part 1 discusses observation and evaluation of tenured and non-tenured teachers. Part 2 examines evaluation of supervisors and administrators. Several blank forms concerned with observation and evaluation are included at the end.

**106. Evaluation of Teacher Performance: An Annotated Bibliography. Washington, D.C.: National Education Association, Information Centre on Instruction and Professional Development, 1978. 9p. Available ERIC. ED 152 755. Microfiche only.

This annotated bibliography of 43 items presents an entry point into the literature on evaluation of teacher performance. Also included is a statement of the National Education Association/Division of Instruction and Personnel Development concerning the Association's views on teacher evaluation and the rights of personnel being evaluated.

**107. Evaluation of Teachers. Manual for Administrative and Supervisory Personnel. Towson, Md.: Baltimore County Public Schools, 1978. 42p. Available ERIC. ED 177 686. Microfiche only.

This manual is a collection of procedures and forms for use in the appraisal process for teachers in the Baltimore County

Public Schools. The appraisal process and who is responsible for it is listed in chart form. Procedures are included for evaluation of teachers, including definitions of professional, human relations, and management competencies. The appendix reproduces the district's master agreement for teacher evaluation as well as policies and regulations. Ready-to-use forms are reproduced throughout the manual.

*108. Evaluation policy approved. ATA News 14:16:1 Apr 28'80.

Delegates to the 1980 Annual Representative Assembly approved 22 resolutions that were the result of the work of the Task Force on Teacher and Administrator Evaluation. The resolutions included definitions of types of evaluation — formative and summative -- and specifications of who should be involved in the evaluations. Further details are presented.

109. Evaluation: to polish teachers or get rid of bad apples? Updating School Board Policies 9:12:1-5 Dec'78.

This article offers suggestions administrators and boards should keep in mind while trying to compromise between the traditional position of using teacher evaluations for personnel decisions and the union position of using evaluations only to help teachers improve.

*110. Eye, Glen G. The superintendent's role in teacher evaluation, retention, and dismissal. Journal of Educational Research 68:10:390-95 Jul-Aug'75.

The focus of this discussion is upon the superintendent's role in the evaluation of teachers. Such evaluation must collect data that are related to those aspects of the situation which influence the teacher, the teaching and the learning output. The techniques of evaluation presented here focus on analysis and appraisal as the two major acts in the process.

*111. Fallon, Berlie J. Principals are instructional leaders -- hit or myth? NASSP Bulletin 63:423:67-71 Jan'79.

Principals are not and never have been maximally effective instructional leaders. If any group in education is capable of achieving high quality in educational programs, it is the teachers themselves.

112. Fanslow, Alyce M., and others. Reliable assessment of home economics teachers' behaviors. Journal of Vocational Education Research 4:1:1-12 Wtr'79.

Reliability estimates were developed for an instrument used to assess teacher behavior using observational techniques. Data from the study highlight the variability of a teacher's performance from one class to another and show the problems of judging a teacher on the basis of one classroom observation.

**113. Farquhar, Robin H. How the Teaching Profession Measures Teaching Effectiveness. Paper presented at the Conference on "Teaching in Medical School", Saskatoon, Saskatchewan, 1978. 13p. Available ERIC. ED 185 683.

This paper discusses teacher evaluation, including why teachers should be evaluated, what should be evaluated, and how it should be evaluated. Major problems in the evaluation process are listed, followed by a more detailed discussion of the why, what, and how. The paper concludes that dissatisfaction exists in the field of education with current approaches to teacher evaluation. The reason is the failure of research to yield a shared, operational definition of teacher effectiveness or adequate instrumentation for reliably measuring and assessing teacher performance.

*114. Feldvebel, Alexander M. Teacher evaluation: ingredients of a credible model. Clearing House 53:9:415-20 May'80.

Literature on teacher evaluation is reviewed. It is suggested that evaluation frequently arouses fear and activates defensiveness on the part of teachers. Some of the alternatives to this dilemma are described.

*115. Field, Dennis M. Evaluate or help? Which are you here to do? OSSTF Forum 6:4:155-156 Oct'80.

This article discusses the rationale behind a new OSSTF policy resolution -- that there be a clear separation between evaluation of a teacher for the purpose of making administrative decisions on the teacher's future and evaluation for the sole purpose of improving the teacher's performance.

116. Fifteen things to remember when evaluating teachers. Executive Educator 2:1:18-19 Jan'80.

Discusses the guidelines contained in a guide for New Mexico school administrators used in making contract-related decisions involving teachers. The guide was compiled by a group comprised of teachers, school officials, and university representatives. The guide is not official policy.

117. Fisher, K.M., and D.L. Minnis. Evaluating instructional scholarship. California Journal of Teacher Education 4:3:94-105 Oct'77.

This article describes a method for evaluating instructional scholarship, broadly defined as both the competence and expertise the instructor brings to bear on a subject and the ability to promote student learning and interest in that subject.

118. Flanders, N.A. Knowledge about teacher effectiveness. British Journal of Teacher Education 3:3-26 Jan'77.

119. Fontaine, France. Dossier sur l'évaluation. Montréal: Université de Montréal, 1979. 122 p.

Ce dossier a pour but d'appuyer les professeurs dans leurs réflexions et leurs démarches relatives à l'évaluation en réunissant divers textes concernant le thème.

120. Fontaine, France. Élaboration d'un programme d'évaluation de l'enseignement; document de travail. Montréal, Qué.: Université de Montréal, 1975.

**121. Fox, Charles D., and Gary W. Tubb. An Item Analysis of Teacher Evaluation Forms as a Mandate of Legislative Accountability. Paper presented at the Annual Conference of the Association of Teacher Educators, Orlando, Fla., 1979. 18p. Available ERIC. ED 175 815.

Before teacher evaluation forms can have any significance for educational research their validity and reliability must be established. This study concerns itself with defining the suitability of the criteria-establishing items that may be contained on teacher evaluations. The areas of inquiry are: the rater (evaluator) difficulty level of each item; the extent to which each rater discriminates between good and poor items; and the establishment of internal and external consistency in rating.

122. French, Larry L. Teacher Employment, Evaluation and Dismissal. Topeka, Kans.: National Organization on Legal Problems of Education, 1978. 12p. ED 172 330. Not available ERIC.

This is Chapter 3 of a larger document entitled The School Principal and the Law. (ED 172 327. Not available ERIC.) Because teacher evaluation is an on-going process, school principals must have knowledge of the employment contract, the legal implications regarding tenure, and the applicability of due process. This chapter discusses each of these topics in detail.

*123. Gage, Nathaniel Lees. L'évaluation de l'efficacité de l'enseignement et de la formation des maîtres. Paris: Institut international de planification de l'éducation, 1978. 171 p.

124. Garawski, Robert A. Collaboration is key: successful teacher evaluation not a myth. NASSP Bulletin 64:434:1-7 Mar'80.

This article describes why a process of collaboration between teachers and administrators is necessary for successful teacher evaluation. Guidelines are presented and then applied to an observation model.

125. Gauthier, Robert, et al. L'évaluation des enseignants; survol de divers aspects. Montréal: Association des collèges du Québec, 1978. 54 p.

*126. George, James L. Supervision by objectives. Alberta School Trustee 48:4:21-23 Sept'77.

Evaluation by objectives switches the basis for evaluation from the preconceived ideas of the supervisor to the degree

of attainment of objectives set by the teacher. Thus the supervisor evaluates the success the teacher has in accomplishing self-prepared objectives. A pilot project is described.

**127. Gephart, William J., and others. The Evaluation of Teaching — NSPER: 74. Occasional Paper 18. Bloomington, Ind.: Phi Delta Kappa, Centre on Evaluation and Research, 1974. 104p. Available ERIC. ED 148 894.

The 1974 National Symposia for Professors of Educational Research (NSPER), which concerned the evaluation of teaching, are summarized. Three related purposes for evaluation are identified: to produce information for the improvement of an individual teacher's instructional skills, for administrative decisions on hiring, firing, promotion and tenure, and for the reallocation of resources. The purposes of teaching, and various styles of teaching are discussed. Different methods of teacher evaluation are presented. A brief review of relevant research and guidelines for constructing teacher rating scales are included.

128. Glasman, Naftaly S. A proposed structure for evaluating personnel for decision-making. Studies in Educational Evaluation 3:1:47-56 Spr'77.

A structure for the evaluation of all levels of educational personnel is presented. The six assumptions regarding the evaluation instrument which form the structure's rationale are listed. Two examples of its actual use are illustrated: evaluation of post-secondary teachers and counsellors.

129. Gmelch, Walter H. Evaluation: diagnosis or decree. Catalyst for Change 6:2:10-13 Wtr'77.

This article focusses on the differences between evaluations conducted to aid teacher self-improvement and evaluations conducted to aid administrative decision-making, and discusses the importance of distinguishing between the different purposes of teacher evaluation programs.

*130. Goens, George A., and Ronald W. Lange. Supervision as instructional analysis. NASSP Bulletin 60:401:15-20 Sep'76.

The authors contend that the process of personnel analysis is one of the few viable vehicles in the educational environment that can lead to the improvement of instruction and professional growth. Such analysis must, however, be implemented in a non-threatening manner.

**131. Goodwin, Jean. Constraints on Teacher Education. 1977. 15p. Available ERIC. ED 147 299.

The public demand for accountability, legislative mandates, and increased unionization of teachers have focussed attention on the inadequacies of traditional teacher evaluation procedures. A review of the research literature on teacher evaluation reveals that the major factors that impose constraints on effective teacher evaluation are: (1) Teacher resistance to evaluation procedures that they perceive as arbitrary or serving only administrative

purposes; (2) The lack of agreement concerning criteria on which evaluation should be based; (3) Legal issues arising from fair dismissal laws, collective bargaining, and negotiations; (4) Human, conceptual, and technical skills of the evaluator which either negate or confirm the validity of the evaluation process.

**132. Gootas, Harry P. and Jerry L. Rutherford. Professional Evaluation for Teachers...Policy to Practice. Paper presented at the Annual Meeting of the National Association of Elementary School Principals, 1980. 29p. Available ERIC. ED 188 324.

This paper is an overview of a teacher evaluation program developed by two elementary school principals in Ralston, Nebraska. The program's development is traced from its planning stage through implementation. Points of emphasis show how administrators and teachers jointly developed teacher standards of competence and how this relationship was fostered throughout the evaluation process. Topics relating to the implementation of the evaluation program include formative and summative evaluation cycles and time lines and how these affect probationary and tenured teachers. Special emphasis is placed on dealing with marginal teachers and the use of due process procedures. A sample teacher evaluation form is included.

133. Gordon, Thomas. Enseignants efficaces; enseigner et être soimême. Montréal: Éditions du Jour, 1979, 502 p.

*134. Grant, Stephen, and Robert Carvell. A survey of elementary school principals and teachers: teacher evaluation criteria. Education 100:3:223-26 Spr'80.

A survey of principals and teachers in one school district's elementary school indicated strong agreement between the two groups concerning what constitutes desirable and undesirable teaching behaviours and the practicability of using such behaviours in determining teacher evaluation criteria.

**135. Gray, Frank. How Successful is Performance Evaluation? Paper presented at the annual convention of the American Association of School Administrators, Dallas, 1975. 7p. Available ERIC. ED 104 028.

We should no longer be wondering if we should have performance appraisal, rather we should be researching the elements necessary for it to be successfully implemented and to ensure that we receive maximum benefits for improved learning for our students. Performance appraisal can be defined as "a positive, systematic, individualized, due process evaluation program that can be applied to all members of the school organization. It is based on the assumption that people want to do a good job. It puts responsibility on both appraiser and appraisee to reach mutually agreed-upon objectives. The benefits are improved instruction for students, changes in practitioner behaviour, enhanced commitment and communication." Performance appraisal is based on objective data rather than on personality and other factors.

*136. Grimmett, Peter P. Clinical Supervision and Teacher Thought Processes. Paper presented at the Annual Conference of the Canadian Association for the Study of Educational Administration, Saskatoon, 1979.

This paper attempts to analyse recent research on teaching in order to make the case that supervisors of instruction should adopt the clinical orientation towards analysis of teaching. Insights and understandings relating to teacher thought processes greatly assist the appraisal of teaching on the one hand, but call for changes in the clinical approach on the other. Some thoughtful speculations regarding such changes are advanced.

*137. Grimmett, Peter P. Supervision in the 80's; guidelines for observing teaching. Education Canada 20:3:28-31 Fall'80.

Teacher education programs can only be viewed as partial preparation for the rigorous demands of classroom instruction. Supervisors of instruction may be held accountable during the 1980's for completing the professional preparation of classroom teachers. When observing teaching, the supervisor must cautiously ensure that the selection of a research-based data-gathering instrument is guided by two principles: the instrument must be appropriate and it must be acceptable to both supervisor and teacher. If no research-based instruments are deemed appropriate, the supervisor and teacher must design their own instrument. Some guidelines are presented.

*138. Grossnickle, Donald, and William B. Thiel. The etiquette of evaluation -- what's often forgotten but not to be ignored. NASSP Bulletin 65:442:1-4 Feb'81.

Guidelines are provided that may be used by supervisors as a checklist to assist them in conducting evaluation procedures that show proper concern and understanding for the needs of the classroom teacher.

**139. Gudridge, Beatrice M. Teacher Competency: Problems and Solutions. Arlington, Va.: American Association of School Administrators, 1980. 77p. Available ERIC. ED 182 868. Microfiche only.

Teacher competency is the focus of this book, which serves as a guide for educational administrators who want to improve their teachers' effectiveness. Topics covered include testing teachers for competency, administrator role in improving principals and teachers, teacher evaluation, inservice education, and teacher centres.

*140. Haefele, Donald L. How to evaluate thee, teacher -- let me count the ways. Phi Delta Kappan 61:5:349-52 Jan'80.

Critiques 12 methods of and approaches to teacher evaluation. Concludes that the goal-setting approach in which the teacher and administrator establish mutually agreed-upon instructional goals and objectives is the best. Other techniques may isolate teachers and administrators and establish adversary rather than cooperative relationships.

**141. Hall, Carroll L. A Study of Issues Involving Teacher Accountability and Evaluation. 1980. 9p. Available ERIC. ED 196 854.

There is increasing interest in reviewing teacher hiring procedures in order to answer society's demands for more accountability. After a selection process has assessed the credentials of graduates and hiring decisions are made, attention should be focused on the process of evaluating teacher performance. Measurement of effective teaching can take several forms, including observations and ratings made by supervisors, administrators, or other teachers. Using tests of teaching skills is another avenue for exploration in the area of evaluating teaching. Measuring the achievement of students to evaluate a teacher's performance is a better technique for evaluating the effectiveness of groups of teachers or of educational programs than for individual teachers. The foremost goal of teacher evaluation should be to stimulate, upgrade and better equip teachers being evaluated.

142. Hamel, Claude. Instrument de diagnostic pédagogique. Québec: Direction générale de l'enseignement collégial, 1978. 72 p.

**143. Hammons, Abe L. How to Evaluate Teachers on Performance. Paper presented at the Annual Meeting of the National School Boards Association, Miami Beach, 1975. 10p. Available ERIC. ED 106 921. Microfiche only.

Boards of education and professional educators have been charged with the responsibility for being accountable for the educational dollars. This involves designing and utilizing a model of accountability that would focus on staff development whereby each individual is cognizant of his assignment, areas that need improvement, and assured assistance from leadership in a constructive manner. Evaluation procedures should be approached with caution, all persons affected by the program should be involved, and sensitivity to the welfare of the individual should be stressed.

*144. Hansen, J. Merrell. The evaluation of teaching: no guppies or goldfish in my classroom. NASSP Bulletin 62:416:11-15 Mar'78.

Teacher evaluation should be implemented as a meaningful way to continue improvement of instructional practice. Evaluation criteria must be carefully defined and measured to eliminate ambiguity.

**145. Harmon, Judson A., and others. A Survey of Attitudes Toward Policies and Procedures in the Evaluation of Instruction. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., 1975. 28p. Available ERIC. ED 109 189.

This paper describes the development and first administrations of a survey of attitudes toward policies and procedures in the evaluating of classroom teaching. The instrument was cooperatively developed by teachers,

administrators, and consultants. It provides a collective picture of an ideal system of evaluation and, simultaneously, a picture of the adequacy of the present local system of evaluating instruction. Discrepancies between the real and the ideal or conflicts of attitudes between different respondent groups do occur and can be studied.

*146. Harris, Ben M. Supervisor competence and strategies for improving instruction. Educational Leadership 33:5:332-35 Feb'76.

This article argues that instructional supervisors must take an active role in instructional improvement and that supervisors should become directly involved in the development of a teacher evaluation system that is objective, systematic, and collaborative, with emphasis on the improvement process.

**147. Hatfield, Robert C., and Sherry Ralston. Professional Assessment and Development. Paper presented at the Annual Convention of the Association of Teacher Educators, 1978. 42p. Available ERIC. ED 186 368.

It is proposed that in considering teachers' professional development, emphasis should be placed on teacher assessment as an integral part of the developmental process, encompassing the total career of the teacher. An overview of the history of teacher evaluation is provided, as well as a review of background literature on professional development. Personal growth and maturation are discussed as being fundamental to the process of professional development. A paradigm is proposed for conceptualizing and studying professional development in such a way that it could lead teachers and researchers to greater effectiveness in facilitating teacher improvement.

148. Hautala, Lynda W. An instrument for describing classroom practices during reading instruction. Reading World 17:2:141-5 Dec'77.

This article describes the "teacher observation/interview guide" which was designed to aid consultants, administrators, and teachers in observing and describing objectively actual classroom practices in the major areas of diagnosis and instruction.

149. Hawley, Robert C. Assessing Teacher Performance: Task Analysis & Clinical Supervision. Amherst, Ma.: ERA Press, 1980. 112p.

*150. Hazard, Thomas. Teacher evaluation: a model for integrating intents with outcomes. Educational Technology 15:8:39-41 Aug'75.

The implications of the legislation relevant to teacher evaluation is discussed.

*151. Heichberger, Robert L., and James A. Young, Jr. Teacher perceptions of supervision and evaluation. Phi Delta Kappan 57:3:210 Nov'75.

Teachers acknowledge the need for supervision and evaluation in the schools, and they want to take part in developing or selecting evaluation instruments so they will be familiar with the criteria against which they are to be judged.

152. Heisner, John D. The Upper Merion strike: just one part of an iceberg. Instructor 89:7:16,18,20,22 Feb'80.

A teacher strike in Upper Merion, Pennsylvania is described. The strike centred around the issue of how to evaluate teachers in an era of declining enrolment, and caused a great deal of conflict among teachers, administrators, and the community.

*153. Heitzmann, William Ray, and Charles Starpoli. Teacher characteristics and successful teaching. Education 95:3:298-300 Spr'75.

This article examines the methodological procedures that will yield sufficient knowledge about the characteristics of successful classroom teachers.

*154. Help. Teacher Can't Teach. Time 52-60 Je 16'80.

Lack of confidence in today's schools has led to a state-by-state demand from legislators and citizen groups that teachers take special examinations to prove they are competent.

*155. Herman, Jerry J. Developing a staff evaluation program. NASSP Bulletin 60:401:8-14 Sept'76.

Staff evaluation is a high-interest area for all members of the school community. Since there is no definitive research that lights the way to a "perfect" evaluation system, the development of a plan falls upon the local school administrator's shoulders. Guidelines and a checklist may provide some assistance in this endeavour.

156. Hetherington, Edith W. Accountability: a perspective. English Education 7:2:79-85 Wtr'76.

A payment-by-results accountability scheme used in 19th-century England did great harm to the quality of public education.

157. Hickman, James. An Examination of the Criteria of Teacher Evaluation as Perceived by the School Teachers of Newfoundland. M.Ed. thesis, Memorial University of Newfoundland, 1975.

158. Hodge, Louis R. Recording classroom non-verbal behaviour for effective teacher evaluation. Contemporary Education 46:3:189-95 Spr'75.

159. Holdaway, E.A., and M. Reikie. Policies and Practices Used in Preparing Formal Evaluations of Teachers in Alberta. M.Ed. thesis, University of Alberta, 1977. 119p.

This study described the policies and practices used in preparing formal evaluations of teachers in Alberta and the uses made of the evaluations. The findings showed few practices to be consistent across Alberta.

**160. Holley, Freda M. Evaluation Utilization: Is it Easier to Move a Mountain than a Mole Hill? Paper presented at the Annual Meeting of the American Educational Research Association, 1980. 26p. Available ERIC. ED 187 720.

The difficulties of putting the findings of an evaluation into practice in a city school district are discussed with two emphases: the number and variety of the demands on the time and attention of the superintendent and administrative staff, and the complexity and detailed work required to implement a new or revised program. An example is presented of the activities that were involved in utilizing a new teacher evaluation system, including the workshops, other meetings, and the data collection and analysis that were required to make the system functional. It is suggested that the amount of time and effort required for high priority problems makes the solution of small problems even more difficult.

161. Horning, Alice S. Teaching as performance. Journal of General Education 31:3:185-94 Fall'79.

An analogy is drawn between teaching and theatrical performance by analyzing the criteria essential for evaluating both: setting, structure, form, content, presentation, style of the performer/teacher, and communicative skills.

*162. Hosford, Philip, and John Neuenfeldt. Teacher evaluation via videotape: hope or heresy? Educational Leadership 36:6:418-22 Mar'79.

Research indicates that four-minute videotape segments may provide the best, most practical diagnostic tool available to supervisors in both pre-service and in-service programs.

**163. How Good is Your Teacher? Options in Education Transcript: Program #134. Washington D.C.: George Washington University, Institute for Educational Leadership and National Public Radio, 1978. 22p. Available ERIC. ED 161 854.

This transcript of a National Public Radio Program discusses the subject of teacher effectiveness under the following topics: (1) Rating teachers by student test scores; (2) Observation method of teacher evaluation; (3) Self-evaluation of teachers; (4) Subtle ways of weeding out ineffective teachers; (5) Impact of accountability on the teaching profession; (6) Administrator's view of teacher evaluation; (7) Annual evaluation of teacher performance; (8) Opposition to the concept of teacher tenure;

(9) University tenure systems; (10) Adverse impacts of tenure in higher education. The program approaches the subject through a dialogue format involving program narrator, administrators, teachers, and students.

*164. Hunter, Madeline. Teacher competency: problem, theory, and practice. Theory into Practice 15:2:162-71 Apr'76.

Evaluation of effective teaching requires close analysis of productive and non-productive teaching decisions and behaviours, methods used to solve problems, and planning done to achieve identified educational goals.

*165. Hurlbert, E.L. Evaluation within a publicly supported school system. Saskatchewan Educational Administrator 12:1:2-18 Sep'79.

The concepts of summative and formative evaluation are defined. Possible procedures related to developing a systematic evaluation program are discussed. The various models presented include evaluation frameworks designed by Stake, Stufflebeam and Provus. Further problems relating to evaluation endeavors within publicly supported school systems are described. The Mitzel "Presage-Process-Product" model (1960) and the "Learning Environment Inventory" developed by Anderson and Walbert (1974) are presented as examples of quantification techniques. A sample evaluation form in use in Sarasota County schools is appended.

*166. Igoe, Joseph A., and Anthony P. DiRocco. Teacher Evaluation: Contract Procedures, Contract Clauses, Arbitration Cases; A Handbook for the School Administrator and Evaluator. Albany, N.Y.: Thealan Associates Inc., 1977.

Teacher evaluation is a growing area of confrontation between school districts and teachers' unions. The authors feel that school administrators have and are continuing to surrender their role experts in teacher evaluation through the process of collective bargaining. Administrators are counselled to avoid as much as possible any mention of evaluation procedure in negotiations. Since many contracts already contain such procedures, the bulk of the publication contains examples of evaluation procedures across the U.S.A. Also included are a number of arbitration cases which have resulted from contract evaluation procedures. The authors comment on the repercussions of the arbitration decisions.

*167. Johnson, Henry C., Jr. Court, craft and competence: a reexamination of "teacher evaluation" procedures. Phi Delta Kappan 57:9:606-611 May'76.

Teaching is not an activity directly producing the learning of some specific matter (which is inadequate as a definition of teaching and incapable of being guaranteed), but an activity intentionally directed toward, and potentially capable of, improving the student's general intellectual functioning or "cognitive competence" in whatever subject is involved. The implications of this perspective on teacher evaluation procedures are discussed.

*168. Johnson, Susan Moore. Performance-based staff layoffs in the public schools: implementation and outcomes. Harvard Educational Review 50:2:214-33 May'80.

In response to declining enrolments, some local school districts are using performance criteria to determine the order of teacher layoffs. The difficulties of implementing this practice are illustrated by the experiences of four Massachusetts school districts. Interviews with principals reveal the adverse impact upon teacher-principal relations and upon students.

*169. Jones, Wayne, and others. Three structures for teacher evaluation. Educational Technology 16:2:48-49 Feb'76.

In an attempt to develop a systematic procedure for dealing with the task of making appropriate and efficient decisions this article suggests certain overall structures within which teacher evaluations can be carried out.

*170. Jones, Wayne, and Paul A. Sommers. The delicate art of teacher evaluation. Journal of Experimental Education 44:4:44-50 Sum'76.

In this study an attempt was made to provide an overview of applicable evaluation procedures which can be utilized by educational decision-makers responsible for the arduous task of teacher accountability. Specifically described are three different structures (modes) of evaluation -- systems, benefit-cost analysis and experimental design. A discussion follows describing the types of measures to be applied and includes a review of the necessary teacher-student relationship under evaluation conditions.

171. Keegan, John J. Operating Salem's performance-based staff evaluation system. Catalyst for Change 5:1:23-25 Feb'75.

*172. Keegan, John J. Performance-based staff evaluation: a reality we must face. Educational Technology 15:11:35-37 Nov'75.

A discussion of how the Salem (Oregon) Public Schools are moving to an objectives-based teacher evaluation system.

*173. Keeler, B.T. Teacher evaluations. ATA Magazine 60:4:30 May'80.

The ATA at its 1980 Representative Assembly adopted a package of resolutions and thereby approved a related position paper on teacher evaluation. Contents of the paper, which deals with formative and summative evaluation, are presented. The author also brings up questions related to teacher competency not dealt with in the paper.

174. Kendall, David L. Rejuvenating instruction through better supervision: the forum. Science Teacher 47:5:41-42 May'80.

This article suggests that behind problems in public school science education lies the failure of effective supervision and administration. National Science Foundation documentation is used to substantiate this claim. The Connecticut plan, a state-mandated teacher evaluation plan, is described as a successful attempt to revitalize science teaching.

*175. Kimball, Roland B. Six approaches to evaluating teaching: a typology. NASSP Bulletin 64:434:41-47 Mar'80.

A typology of evaluation techniques intended to help school personnel to compare and contrast various approaches is presented.

*176. King, Richard A. Reliable rating sheets: a key to effective teacher evaluation. NASSP Bulletin 62:422:21-26 Dec'78.

A survey of teacher evaluation instruments in 32 New York school districts.

177. Kirkpatrick, Howard. Teachers in position of responsibility evaluation. The Counsellor's Forum 8:2:5-8 Nov'80.

This article presents an evaluation tool in place in an Ontario high school. The basic purpose of this evaluation is to assist in the growth of the teacher so that exemplary standards may be achieved with regard to the assigned responsibilities. This will enable the teacher to provide effective and efficient leadership to the school. The instrument may be used by the teacher for the purpose of analyzing self-growth, and by the principal for the purpose of supervision of growth.

*178. Knoop, Robert. An Inventory of Competency Statements for Teachers, Principals and Superintendents. Toronto: Ontario Ministry of Education, 1980. 461p.

This report is part of the Co-operative School System Evaluation undertaken by the Ontario Ministry of Education. It contains two parts -- construction of performance review inventories and guidelines for applying these inventories.

179. Kogan, Maurice. How free should teachers be? Times Educational Supplement (London) 3144:19 Sep 5'75.

Author Kogan looks into the vexed question of teacher accountability.

*180. Kostman, Samuel. On-the-job training for classroom supervisors. NASSP Bulletin 62:422:44-50 Dec'78.

Describes a program that consists of a three-part cycle of activities, all of which involved a department chairman working jointly with the principal on pre-observation conferences as well as actual classroom observations.

181. Kowalski, Joan P. Sullivan. Evaluating Teacher Performance. ERS Report. Arlington, Va.: Educational Research Service, 1978. 234p. ED 159 812. Not available ERIC.

Evaluating teaching performance in a consistent, objective, and meaningful way is of particular importance in meeting today's demands for accountability. This report summarizes current practices of evaluating teacher performance in 362

school systems throughout the U.S.A. Also included in the report are a review of educational literature regarding teacher evaluation, examples of teacher evaluation forms and procedures, uses of evaluation results, and examples of materials that have been helpful to evaluators.

182. Kroeker, Kenn. The Relationship of Administrator Perceptual-Cognitive Style in the Evaluation of Teachers. M.Ed. thesis, Brock University, 1977. 92p.

*183. Kropp, Paul. On being evaluated. OSSTF Forum 6:4:155-156 Oct'80.

After a tongue-in-cheek analysis of past and current evaluation procedures, the author concludes that evaluation and inspection do little to improve the performance of teachers. They deal with symptoms rather than root causes of weak teaching.

*184. Kult, Lawrence E. Improving teacher evaluations by principals. Clearing House 52:1:17-21 Sep'78.

The author considers five of the most prevalent faults attributed to the process of teacher evaluation by principals and some criticisms resulting from an analysis of those faults. Twenty-five suggestions for improvements in the evaluation process and some examples of inappropriate comments made by principals are given.

*185. Laidlaw, Catherine. Teacher evaluation practices: time for revision. Orbit 11:2:22-23 Apr'80.

The author condemns current evaluation practices, especially the practice of annual classroom inspections. A form of selective evaluation is proposed instead. Only those teachers whose work appeared to be substandard by other indicators would be subject to classroom inspections.

**186. Landrith, Harold E. Systems Approach to Evaluation. Paper presented at the American Association of Colleges for Teacher Education Conference, Chicago, 1977. 24p. Available ERIC. ED 135 736.

An effective personnel evaluation system should contain 10 components: (1) An outline of the selection and composition of the committee that develops the program and the procedures used in its development; (2) A philosophy of evaluation based upon an assessment of the teaching environment of the district; (3) An explanation of the purposes of the evaluation and the goals these purposes purport to accomplish; (4) A listing of the personnel to be evaluated, the evaluators, length of the session, and frequency of evaluations; (5) Criteria for assessing competencies including what is to be considered in the evaluation; (6) A timetable indicating dates for orientation, pre-conference, formal evaluation, post-conference, and appeal; (7) Procedures for appeal including how the appeals committee is to be determined; (8) Administration -- retention, disposition, and security of completed evaluations, responsibilities of the evaluators,

and alternate methods of evaluation if available; (9) The evaluation instrument -- an explanation of the rating scale and each item on the evaluation instrument, a copy of the instrument, and provisions for indicating both strengths and weaknesses of the evaluatee; (10) In-service and follow-up -- suggested ways of improving weaknesses, a timetable for reevaluation, and criteria used in the reevaluation.

*187. Larson, David H. Advice for the principal: dealing with unsatisfactory teacher performance. NASSP Bulletin 65:442:10-11 Feb'81.

Twelve steps a principal should follow when putting a teacher on an intensive evaluation cycle because of the teacher's unsatisfactory performance. The steps focus on following and documenting procedures that will lead to a fair dismissal case.

*188. Lebrun, Denis, et Liliane Simard. Ces enseignants dont on dit le meilleur et le pire. Éducation Québec. 9:5:10-18 fév. 1979.

Le corps enseignant ne forme pas un bloc homogène et structuré et il y a autant de définitions du métier qu'il y a de professeurs. Et puis, le professeur est devenu un sujet délicat. Que l'on soit du côté des syndicats, du patronat ou des parents, chacun a une opinion arrêtée et souvent simplifiée sur le sujet. Mais eux, que pensent-ils d'eux-mêmes? Comment vivent-ils la pratique quotidienne d'un métier dont on dit qu'il oscille entre l'efficacité et l'utopie?

189. LeSieur, Antonio (éditeur). La mesure et l'évaluation en éducation au Québec en 1975. Montréal: Librairie de l'Université de Montréal, 1977. 250 p.

*190. Levin, Benjy. Teacher evaluation -- a review of research. Educational Leadership 37:3:240-45 Dec'79.

This report focuses on research that provides evidence about the reliability, validity, and effects of various techniques of teacher evaluation.

*191. Levin, Benjy. The Evaluation of Teachers: A Review of Research. Unpublished staff study sponsored by the Manitoba Educational Research Council, 1978. 14p.

This study reviews research on the validity, reliability, and effects of six modes of teacher evaluation, including student evaluations, supervisor ratings, observation instruments, self-evaluation, use of student gain scores, and teaching tests. It is concluded that the most common methods of evaluation seem to be unreliable, and may also be invalid.

*192. Levin, Dan. You might be able to test teacher applicants, but no board has ever been able to test working teachers. American School Board Journal 166:5:35-37 May'79.

This article recounts one school system's attempt to impose competency tests on its teachers and discusses the experience of other districts with standardized tests for teachers and teacher applicants.

*193. Lewis, Florence C. The Lewis Self-Evaluation Scale. Phi Delta Kappan 59:10:686-90 Je'78.

The author introduces all the factors that should go into teacher evaluation and then provides a humorous self-evaluation scale.

**194. Little, Gary M. The Seattle Plan: Evaluation, Probation and Non-renewal of Certificated Teachers. Revised. 1978. 37p. Available ERIC. ED 166 860.

This booklet explains the statutory procedures for not renewing a teacher's contract or discharging a teacher in the State of Washington. Procedures for evaluation of classroom teachers as found in the Seattle Teachers' Association 1978-79 collective bargaining contract, a check list from the same source that is the minimum evaluative criteria established by the State Superintendent of Public Instruction, and a copy of the district's annual performance evaluation form are included.

*195. A look at criteria for teacher evaluation. Northern Principal 5:2:10-11 Oct'79.

A two-page list of criteria covering the following subjects is provided: (1) techniques of instruction; (2) planning and preparation; (3) classroom control; (4) subject competency; (5) personal characteristics; (6) teacher-staff relationships; (7) professional growth; (8) contribution to total school effort; (9) teacher-parent relationships; and (10) curriculum development.

*196. Lynas, Edward, and Carole Paikin. Shed a tear along the way; a sampling of evalution forms from inspector's visit to the self-inflicted. Educational Courier 45:6:16-21 Apr'75.

A short history of evalution practices is presented including examples of current and out-dated evaluation forms.

*197. MacKay, D.A., and E.C. Osoba. New directions in teacher supervision. Canadian Administrator 18:3:1-5 Dec'78.

The purpose of this paper is to review recent relationships between supervision and research on teaching, to identify recent developments in research which have implications for practice and to suggest steps which could lead to more productive relationships between researchers and practitioners in this area. The author emphasizes that as long as classrooms are visited by supervisors and administrators, for whatever purpose, the quality of information obtained during the visit is an important question for students of educational administration and for practitioners.

*198. Madgic, Robert. Increasing the reliability of evaluations, by using classroom products. NASSP Bulletin 64:434:12-15 Mar'80.

Completed projects, student essays, and teaching assessments provide valuable information about teaching performance.

*199. Mahon, J.P. Giving reasons for terminating employees. NASSP Bulletin 63:431:35-42 Dec'79.

Giving reasons for terminating employees can enhance the credibility of administrators among teachers and the public. The legal and policy review presented here can help administrators with the task of formally evaluating teachers.

**200. Mallery, David. The Strengths of a Good School Faculty: Notes on Evaluation, Growth, and Professional Partnership of Teachers. Boston, Mass.: National Association of Independent Schools, 1975. 96p. Available ERIC. ED 102 719. Microfiche only.

The thesis of this document is that evaluation of teachers and administrators should include the identification of strengths and some means to further develope them. Evaluation is examined from the point of view of heads of schools, teachers, parents, and students and concrete steps toward a good evaluation are suggested. A supplement contains bibliographies and evaluation instruments.

*201. Mallet, Mary. Review of a task force studying teacher competence in early childhood. Elements: Translating Theory into Practice 7:7:4-5 Mar'77.

In November 1974, the Department of Education in Alberta appointed a three member task force to study the competence of effective early childhood teachers. This article discusses the qualifications necessary for being an effective early childhood teacher and guidelines formulated by the task force for evaluating teaching skills.

202. Mamel, William, and Robert Wrobel. Concerned about the quality of instruction? Try a vital signs check. American Vocational Journal 53:4:46-48 Apr'78.

The authors describe a method for assessing the quality of instruction and its management at the program level which they developed at the Hennepin Technical Centres in suburban Minneapolis-St. Paul, Minnesota. This approach involves weekly confidential sessions at which instructors and directors discuss individual instructional programs.

**203. Manatt, Richard P. Developing a Teacher Performance Evaluation System as Mandated by Senate File 205. Des Moines, Iowa: Association of School Boards, 1976. 14p. Available ERIC. ED 134 222.

A rationale and series of steps are provided for use by local school districts in Iowa in developing a teacher evaluation program. The four basic questions to be asked by teacher evaluation program planners are: (1) What shall be our criteria of desired teacher performance? (2) How high shall our standards be? (3) How do we want to measure and report the attainment of our criteria and standards? (4) How shall we help teachers improve after the initial evaluation?

Practical answers, including a list of research-based teacher performance criteria, are provided by a team of Iowa State University professors. Methodological recommendations include: (1) A three year developmental cycle; (2) Careful attention to bargaining law; (3) Deliberately seeking the cooperation and understanding of teachers.

*204. Manatt, Richard P., and others. Evaluating teacher performance with improved rating scales. NASSP Bulletin 60:401:21-24 Sept'76.

A 30-item teacher evaluation instrument is presented along with a discussion of its application.

*205. Manitoba Association of School Trustees. Staff Evaluation Policy Development Kit. Winnipeg: MAST, 1977.

This kit was designed for school administrators who wish to adjust their evaluation policies in light of various arbitration board decisions. It contains: (1) A sample policy on evaluation of professional staff and three evaluation exhibits; (2) Sample policy on reduction in professional staff work force and regulation; (3) MAST memo on contract termination; (4) Snow Lake Arbitration Majority Award on contract termination; (5) Snow Lake Minority Award on contract termination; (6) MAST policy on an investigating team.

**206. Manual for the Assessment of Teaching in Physical Education. Orlando, Fla.: Naval Training Analysis and Evaluation Group, 1978. 71p. Available ERIC. ED 174 597.

The questionnaires in this manual are designed to provide perceptions on effective teaching of physical education at the elementary and secondary school level. Response forms are included for the use of administrators, professional educators, students, community persons, and the individual teacher. The instruments are designed to allow for data comparisons between and among assessors and assessments, primarily for formative evaluation.

*207. Marcotte, Donald G. Evaluation -- the purpose is communication. NASSP Bulletin 62:422:60-63 Dec'78.

Administrators seeking effective teacher evaluation should be cautious about using extensive evaluative formats without first examining whether they encourage two-way communication between the administrator and the teacher.

208. Marcoux, Jean-Raymond. Supervision ou rémunérations au mérite. Revue information 18:13:26-30 nov. 1978.

**209. Marcus, J.S. A Discussion of a Proposed System for Rewarding and Improving Instructional Effectiveness. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., 1975. 6p. Available ERIC. ED 107 171.

The following points are made in discussing the practical and political problems involved in implementing a teaching evaluation system for rewarding and improving instructional

effectiveness: (1) We have an obligation to put a higher priority on teaching than we have done so far; (2) Any evaluation system should be tied to a strong system for teaching improvement; (3) There will probably not be wide acceptance of the proposal because resources in most school systems are presently shrinking.

*210. Marks, Merle B. Effective teacher evaluation. NASSP Bulletin 60:401:1-7 Sept'76.

Evaluation determines teacher effectiveness in helping students reach agreed-upon educational goals. The author proposes a multidimensional evaluation system. Three system subsets are discussed: (1) criterion-referenced measures; (2) interpretation of teacher behaviors; and (3) assessment of teacher personality and characteristics. Background research, examples, and implications are given for each of the three subsets. Varied learning styles require varied teaching styles, which in turn require varied evaluation techniques.

*211. Martin, Jack, and Margaret R. Reed. Formative evaluation: the Simon Fraser model. Challenge in Educational Administration 16:3:16-20 1977.

The authors present a brief description of a formative evaluation program which has been developed for, and employed in, the Professional Development Program of the Faculty of Education at Simon Fraser University.

**212. Matuszek, Paula and Ann Lee. Evaluating Evaluation. Paper presented at the Annual Meeting of the American Educational Research Association, New York, 1977. 23p. Available ERIC. ED 137 417.

The various needs for evaluating evaluators and their efforts are discussed in this paper. The argument is presented that evaluators should not themselves carry out summative evaluation on their own efforts. Several possible purposes of evaluation of evaluation staffs and products are pursued, and the methods and persons most appropriate to each purpose are described. Planning an evaluation of evaluation to best meet the needs of evaluators is also discussed.

213. McCabe, J.J.C. Attitudes, personality and induction -- a research note. British Journal of Teacher Education 4:2:143-45 May'78.

An evaluation method for measuring the attitudes of teachers engaged in their first year of teaching is outlined.

214. McCaleb, Joseph L., and Jacqueline A. White. Critical dimensions in evaluating teacher clarity. Journal of Classroom Interaction 15:2:27-30 Sum'80.

An analysis of studies on teacher clarity reveals five components: (1) understanding; (2) structuring; (3) sequencing; (4) explaining; and (5) presenting. Three additional dimensions to be considered are rater qualifications, teacher dynamism and student opportunity to learn.

215. McCormick, Sandra. A reading lesson checklist for the principal. Reading Horizons 19:3:208-11 Spr'79.

Presents a checklist that principals can use during classroom observation. The list provides objective information that can be discussed with teachers later.

216. McGee, Jerry C., and Robert Eaker. Clinical supervision and teacher anxiety: a collegial approach to the problem. Contemporary Education 49:1:24-28 Feb'77.

A model for team planning, instruction, and evaluation is presented, utilizing peer observation and analysis of instructional effectiveness, with suggestions for reducing the anxiety of teachers being observed.

217. McGill Faculty and Course Evaluation System; Evaluation for Administrative Decision-Making User Guide. Montreal: McGill University, Centre for Learning and Development, 1978. 111p.

*218. McGreal, Thomas L. Helping teachers set goals. Educational Leadership 37:5:414-419 Feb'80.

Goal-setting is an essential part of an effective supervisory model. Suggestions are offered that have been effective in improving goal-setting activities in a variety of school settings.

*219. McIntyre, D. John. Teacher evaluation and the observer effect. NASSP Bulletin 64:434:36-40 Mar'80.

This article reviews research findings of the observer effect on student and teacher behaviour and its implications for administrators.

220. Merit rating revisited. Skylark 14:4:7 Sum'78.

*221. Millar, Garnett W. Evaluating the characteristics of effective teachers. ATA Magazine 56:3:16-19 Jan-Feb'76.

The author conducted a study to determine how a sample of elementary school teachers, faculty of education students and grade VIII students evaluate the characteristics or qualities of effective teachers. The results are discussed.

**222. Millard, Joseph E. Teacher Evaluation. Ankeny, Iowa: Hartland Education Agency, 1976. 19p. Available ERIC. ED 132 195.

Teachers may be evaluated: (1) According to their skills and attitudes; (2) By observing their behaviour; (3) By observing the students' behaviour and achievement; (4) By a combination of means. Some systems, summative and formative, now enjoying rather wide popularity are described in this document.

223. Miller, Mary Sue. What makes superteachers super? Instructor 87:3:120-22 Oct'77.

The author is the education editor of the Ladies Home Journal and has interviewed many "superteachers". Here she cites their common denominators.

224. Minguy, Cécile. Évaluation du personnel enseignant dans les écoles élémentaires et les écoles secondaires du Québec. Montréal: Editions Science Moderne, 1978. 171 p.

Le but de ce travail est de montrer s'il existe une distance marquée entre le désir d'évaluer en milieu scolaire et la réalisation effective de l'évaluation.

**225. Mitsakos, Charles L., and Kenneth R. Seifert. Teacher Evaluation Program. Andover, Mass.: Andover Public Schools, 1979. 22p. Available ERIC. ED 182 828.

This report discusses the teacher evaluation program in Andover public schools. The bulk of the document is made up of two forms used to conduct teacher evaluation: a performance standards and rating scale by which all staff are appraised; and an instructional improvement plan which provides for an individualized review of a teacher's growth and development.

226. Mocker, Donald. Learning as a criterion of success. New Directions for Continuing Education 4:71-79 1979.

The targeted evaluation approach (TEA) combines student ratings, administrator observation and measurement of student learning. TEA's five steps are: (1) writing learning objectives; (2) developing a plan of instruction; (3) setting performance standards; (4) pre-testing and post-testing; and (5) analyzing and judging results.

227. Mohan, Madan, and Ronald E. Hull. Teaching Effectiveness: Its Meaning, Assessment and Improvement. Englewood Cliffs, N.J.: Educational Technology Publications, 1975. 311p.

228. Morrison, Edward J. Performance observation as an approach to teacher evaluation. Educational Horizons 52:4:167-72 Sum'74.

The controversial measurement of performance observation as a basis for evaluating teaching and teachers was discussed.

*229. Morse, H. Ogden. Whom shall we fire? NASSP Bulletin 61:406:76-78 Feb'77.

This article argues that when declining enrolment necessitates a reduction in teaching staff, non-tenured teachers should not always be the ones fired. Evaluation criteria are presented for administrators to use in deciding which teachers to fire.

230. Moss, Penrod. Teaching competency — measuring the irrelevant. Social Studies Review 15:2:50-52 Spr'76.

This article questions the justification of competency-based teacher evaluation as it is presently used and recommends that the education profession establish a peer group rating system which would consider a teacher's record as it has accumulated over a period of time.

*231. Moxley, Roy A., Jr. Teacher evaluation: images and analysis. Journal of Teacher Education 29:6:61-66 Nov-Dec'78.

Subjective aggregate, and individual methods for teacher evaluation are critically analyzed.

232. Munnelly, Robert J. Dealing with teacher incompetence: supervision and evaluation in a due process framework. Contemporary Education 50:4:221-25 Sum'79.

Supervision and evaluation, contained within a due process framework, are beneficial to both the teacher and the educational administrator.

233. Murray, Jerry P. Student attitude as a measure of teacher performance. American Biology Teacher 37:4:235-237 Apr'75.

This article reports on a study designed to use a measure of student attitude in the assessment of teacher performance.

234. Muth, Rodney. Power, conflict, and consensus: implications for teacher evaluation and school climate. NJEA Review 54:2:19-20 Oct'80.

Two studies demonstrate that teachers' views of administrative behaviour have profound implications for the reactions of teachers to school policy matters in general and to evaluations of their teaching in particular.

**235. Natriello, Gary, and others. A Summary of the Recent Literature on the Evaluation of Principals, Teachers, and Students. Occasional Paper no. 18. Stanford, Calif.: Stanford Centre for Research and Development in Teaching, 1977. 69p. Available ERIC. ED 141 407.

Literature published between 1965 and 1975 on evaluation in schools, evaluation of administrators, evaluation of teachers and evaluation of students is summarized. Material is further subdivided into theoretical issues, political issues and implementation of practical issues. A 300-entry bibliography is included.

*236. Neill, Shirley Boes, and Jerry Custis. Staff Dismissal: Problems and Solutions. Arlington, Va.: American Association of School Administrators, 1978. 80p.

Part of this discussion on staff dismissal issues focuses on developing good evaluation systems to distinguish the good teachers from the bad ones and, if dismissals are necessary, to satisfy due process legislation. The report details the kinds of information that administrators and board members need: basic facts, "how to", case studies, and advice on how to avoid some of the common errors made in trying to dismiss staff.

*237. New Brunswick Teachers' Association. Report of the Joint Study Committee on Teacher Evaluation. Fredericton: NBTA, 1978. 13p.

The task of the Joint Study Committee on Teacher Evaluation was to define the factors in an instrument for evaluating teacher activities and to develop an appropriate approach to evaluate those factors. Recommendations are presented.

**238. New Jersey School Boards Association. School Staff Evaluation in New Jersey. Philadelphia, Pa.: Research for Better Schools, Inc., 1979. 259p. Available ERIC. ED 185 101.

This handbook recommends processes which will assist local school districts in complying with New Jersey's new regulations for the evaluation of tenured teaching staff members. Three major sections are presented: (1) The regulations -- guidelines of the state education department, roles and responsibilities of boards of education and chief school administrators, and a management plan; (2) Detailed suggestions on carrying out a staff evaluation program, including record keeping, indicators of effectiveness, reporting, and development of school district policies; and (3) Other factors, such as preparing written policy, developing job descriptions, superintendent evaluation, school board evaluation, legal issues, and negotiations.

*239. Newberry, Alan J.H. Supervision of instruction: an administrative priority. Comment on Education 9:2:6-9 Dec'78.

Principals are encouraged to promote and co-ordinate the three elements of supervision discussed in this article: (1) external supervision from outside resource personnel; (2) peer supervision; and (3) self-supervision. The adult community of the school will benefit most if direction is given to the provision of these three modes and if the three are integrated so that they are operating concurrently in the school building.

*240. Newlander, John. How to Respond to Unfair Evaluations. Tarrytown, N.Y.: Edmart International, 1979.

*241. Newton, Robert R. Teacher evaluation: focus on outcomes. Peabody Journal of Education 58:1:45-54 Oct'80.

Administrators and faculties are beginning to search for new methods of evaluating teachers and for ideas for developing new motivational systems which would encourage teachers to higher levels of performance. The outcomes-centered approach to teacher evaluation encourages better teacher performance by devising methods for recognizing and rewarding such performance.

242. Ng, Raymond W.M. Perception of the Outstanding Biology Teacher by Principals and Teachers. M.Ed. monograph, McGill University, 1980. 16p.

In this study, 22 principals and 41 biology teachers each completed a questionnaire with 100 items. Data collected from the returned questionnaires were used to test for the

acceptability of five null hypotheses. Results showed that principals and teachers agreed that criteria related to classroom behaviour and academic background in biology were the most important criteria related to accomplishment.

*243. Niedermeyer, Fred C. A basis for improved instructional leadership. Elementary School Journal 77:3:248-54 Jan'77.

An outcomes-based instructional supervision model is defined. The model is tested in an outcomes-based classroom-verified instructional reading program, involving 99 kindergartens in 36 elementary schools.

244. NJEA advises: what every tenured teacher should know about evaluation. NJEA Review 53:2:23-25 Oct'79.

The New Jersey Education Association outlines the provisions of the State's 1979-80 tenured teacher evaluation regulations and advises its members on how to protect themselves during the annual evaluation process, especially in the conference with the evaluator.

*245. Nolte, M. Chester. How to tell which teachers to keep and which to lay off. American School Board Journal 63:6:28-30 Jun'76.

Teachers are judged on three criteria: firmness, friendliness, and fairness.

*246. Norris, William R. Seven premises for improving teacher evaluation. NASSP Bulletin 64:434:30-35 Mar'80.

Some basic premises for guiding teacher evaluation in programs that are both flexible and structured are given.

**247. Okey, James R. Using Student Performance to Measure Science Teacher Effectiveness. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Cincinnati, Ohio, 1977. 12p. Available ERIC. ED 139 627. Microfiche only.

A rationale for using learner outcomes as the primary indicator of teacher effectiveness is presented. Specific procedures are outlined for collecting different kinds of pupil data to use in the evaluation process. Emphasis is given to the problems of making reliable inferences about teacher effectiveness and to the role that fellow teachers play in establishing reasonable standards of teacher effectiveness.

248. Okey, James R., and William Capie. Assessing the competence of science teachers. Science Education 64:3:279-87 Jul'80.

This article describes a competency assessment system developed for use with pre-service and in-service teachers and reports the reliability and validity of the instrument. Data are presented from a tryout of the assessment system with a group of pre-service science teachers.

*249. Oliver, Bernard. Improving evaluation of physical education teachers. Clearing House 54:2:82-84 Oct'80.

This article offers categories, such as management of class time and use of practice and play, which can be used in observing the instructional performance of physical education teachers. A rating form is included.

*250. Over 700 teachers turn thumbs down on S.P.S.S. The Federation News (FESCT) :4-8 May'80.

A collection of articles describe the Federation of English Speaking Catholic Teachers' efforts to halt the implementation of an evaluation scheme called School Personnel Supervisory System (S.P.S.S.). The efforts were unsuccessful.

251. Padilla, Merle. Enabling behaviours -- do school administrators need them? Thrust for Educational Leadership 5:1:28-30 Oct'75.

The author attempted to stabilize his own thoughts on how an administrator could effectively use enabling behaviours as a tool for evaluating teachers.

252. Palonsky, Stuart B. Teacher effectiveness in secondary schools: an ethnographic approach. High School Journal 41:2:45-51 Nov'77.

This article suggests that in the secondary school the use of descriptive ethnography can be a very useful tool in the examination of teacher effectiveness. The role of the ethnographic researcher is described as one who is a participant observer taking part in everyday school life.

**253. Parsons, Llewellyn. Evaluation of Teacher Performance. Paper presented at the International Congress on Education, Vancouver, British Columbia, 1979. 21p. Available ERIC. ED 175 125.

This paper on the supervision and evaluation of teachers as professional personnel begins by delineating the characteristics and expectations of professionals, and then explains how they are socialized into their roles, reasons why they should be supervised, the blocks and hindrances to supervision and evaluation, and how the blocks may be removed. The "personal and institutional growth" style of supervision and evaluation is emphasized. According to proponents of this style, after job content and objectives have been established, the supervisor's chief duties include: (1) Helping professionals make the widest use of their talents and ideas; (2) Encouraging professionals to question accepted practices and routines; (3) Helping identify organizational goals and clients' needs; (4) Helping professionals understand the clients' environment; (5) Clarifying and sharpening the professionals' thinking about problems.

254. Parsons, Llewellyn. Evaluation of teacher performance. The Morning Watch 7:2:2-9 Jan'80.

*255. Pedersen, K. George. Improving teacher effectiveness. Education Canada 15:3:12-20 Feb'75.

What characteristics are important in teacher evaluation? How should teachers be rated? Who should conduct the evaluation? These and similar questions remain subjects of a continuing controversy about developing effective teaching.

*256. Performance Appraisal: A Bibliography 1970-1977. Kingston: Queen's University, Industrial Relations Centre, 1978. 16p.

This bibliography cites references relating to performance appraisal in various employment situations.

*257. Perrone, Michael. In Connecticut: what principals think of statute on evaluation. NASSP Bulletin 62:422:71-75 Dec'78.

A survey of Connecticut secondary school principals points to a high percentage of dissatisfaction on the part of principals in respect to tasks associated with the responsibility of evaluating teachers, as well as the amount and kind of help given principals to implement the state legislation on evaluation of teachers.

**258. Perrone, Vito. Documentation: a process for classroom/program evaluation and personal/professional learning. Insights 9:7:2-9 Apr'77. 10p. Available ERIC. ED 148 746.

Documentation of classroom processes and interaction seeks to determine meaning over time by recording the process of learning, the context of learning, and the content of learning. Documentation, in this respect, provides a comprehensive written record of the teaching/learning process which can be used in conjunction with other instruments for forming evaluative conclusions.

*259. Perry, Ione L. Suppose we lost tenure? Educational Leadership 35:3:183-6 Dec'77.

This article argues that tenure is necessary to protect the professional rights and freedom of classroom teachers and that the current criticism of tenure should be directed toward the lack of meaningful teacher evaluation and staff development programs.

260. Peterson, Donovan, and Annie Ward (eds). Due Process in Teacher Evaluation. Washington, D.C.: University Press of America, 1980.

*261. Phelps, L. Allan. Basing teacher evaluation on diversity of students. NASSP Bulletin 60:401:28-32 Sep'76.

This article suggests a different perspective from which the evaluator can view the teacher-learner relationship -- diversity of learner styles.

*262. Pine, Gerald J., and Angelo V. Boy. Necessary conditions for evaluating teachers. NASSP Bulletin 59:395:18-23 Dec'75.

These authors see teacher evaluation as a cooperative process, one that evaluates competency from both internal and external frames of reference. Meeting initial resistance, determining who evaluates, and outlining necessary conditions are all part of this article.

263. Pratte, Richard. Teacher accountability: the need for perspective. High School Journal 60:5:189-203 Feb'77.

264. Principals evaluate teachers. Northern Principal 2:4:6-7 Oct'76.

265. Pupil progress and your evaluation. NJEA Review 52:1:18-21 Sep'78.

NJEA has consistently supported constructive evaluation efforts for all teachers and administrators, but the inclusion of "pupil progress" as a criterion is unfair since so many diverse factors affect student performance. The article considers the pros and cons of the new rule adopted by the New Jersey State Board of Education.

266. Pupil progress as a criterion: should it be used? NJEA Review 52:7:8-10 Mar'79.

This article abstracts information from the report, "Problems in Using Pupil Outcomes for Teacher Evaluation" by Robert and Ruth Soar. It also lists the reasons why the New Jersey Education Association considers "pupil progress" an unfair criterion for evaluating teachers.

*267. Reavis, Charles A. Clinical supervision: a timely approach. Educational Leadership 33:5:360-63 Feb'76.

The clinical supervision approach to teacher supervision and evaluation is described.

*268. Reavis, Charles A. A convincing case for clinical supervision. Alberta School Trustee 50:1:19-22 May'80.

The aims of traditional and clinical supervision are similar -- to improve instruction. However, clinical supervision emphasizes teacher growth whereas traditional in-class supervision emphasizes teacher defects. The five step process aimed at helping teachers identify and clarify problems is discussed.

*269. Reavis, Charles A. Research in review/Clinical supervision: a review of the research. Educational Leadership 35:7:580-84 Apr'78.

After reviewing research on supervisory practices, the author concludes that there is reasonable evidence to show that teachers favour the clinical supervision approach over traditional practices. The results with respect to actual changes in teacher behavior or pupil performance were less clear.

*270. Reavis, Charles A., and Stephen C. Shine. A study of the effects of prefatory remarks on teacher evaluation. Journal of Educational Research 72:3:173-77 Jan-Feb'79.

Those evaluating teacher behaviour are highly influenced by verbal remarks that lead them to expect either excellent or poor performance.

**271. Reavis, Charles A., and Steven C. Shine. A Study of the Effects of Prefatory Remarks on Teacher Evaluation. 1977. 19p. Available ERIC. ED 175 811.

A test was made to determine the impact of positive or negative expectations on individuals conducting formal observation of teachers in the classroom for the purpose of evaluation. Two groups of students viewed a videotape of a teacher instructing her class. Group 1 was given the impression that she had been a fine education student in college; Group 2 was told casually that she had not been outstanding in college. A review of the evaluation ratings revealed that the two groups' responses to the teacher's classroom was coloured by the prefatory remarks that they heard, and that they were inclined to judge her with some positive or negative bias.

272. Redfern, George B. Evaluating Teachers and Administrators: A Performance Objective Approach. Boulder, Co.: Westview Press, 1980. 186p.

**273. Redfern, George B. Evaluating Teachers and Administrators: Putting the Pieces Together. Westerville, Ohio: School Management Institute, 1978. 116p. Available ERIC. ED 154 527. Microfiche only.

This handbook of guidelines is intended to explain the sum and substance of the evaluation process and to guide a planning committee in designing an evaluation program. The evaluation process discussed is termed "evaluation by objectives". The guidelines for implementing evaluation by objectives have five steps: diagnosing current performance, setting objectives and action plans, achieving objectives and action plans, assessing results, and analysing results and planning the next cycle. Chapters on getting started on the program and on defining the job to be evaluated are included.

274. Redfern, George B. Teacher evaluation: the big picture. Colorado Journal of Educational Research 14:3:8-12 Spr'75.

This article discusses teacher evaluation as one of the most important aspects of teacher education.

**275. Redfern, George B., and Paul W. Hersey. Evaluation of Teachers... Performance — Improvement — Commitments. The Practitioner, Vol. VI, no. 3. Reston, Va.: National Association of Secondary School Principals, 1980. 17p. Available ERIC. ED 182 817. Microfiche only.

The basic premise of the personnel evaluation technique described in this paper is that continuing improvement in

performance should be the prime commitment of all professionals. Namely, both the evaluator and the one evaluated should initiate, develop, and pursue a plan of action together. Also included is a sample evaluation form and a sample model for conferences.

276. Rees, Alun W.. The teacher observed -- but how? English Language Teaching Journal 35:1:16-22 Oct'80.

Suggestions are given for a methodology for observing teachers of English as a second language in less than ideal teaching conditions. A type of checklist, along with predetermined questions are used where the observer merely makes a mark rather than furiously trying to write down notes. The method is comprehensive and economical.

277. Reikie, Michael J., and Edward A. Holdaway. Formal evaluation of teachers: Alberta policies and practices. Challenge in Educational Administration 16:4:15-25 1978.

278. Richardson, Donald C., and Richard V. Hatley. The instrument for the observation of teaching activities (IOTA) and alternative approaches to remediation of teacher weaknesses. Southern Journal of Educational Research 14:2:111-26 Spr'80.

Comparing the effectiveness of different strategies for remediating teacher weaknesses, as measured by IOTA, 99 elementary and junior high school teachers were observed. The study revealed that combining IOTA feedback with structured in-service workshops focusing on narrow specific weaknesses produced significant gains in teacher performance.

279. Robert, Gill. Évaluation rémunération... faut se comprendre. Revue Information 18:1:1-4 sept. 1978.

280. Robinson, Donald W. Accounting for accountability. High School Journal 60:1:41-52 Oct'76.

Comments on the effects of the national accountability drive on the teacher. Briefly reports on the results of one accountability program in one school district.

*281. Robinson, John J. The observation report -- a help or a nuisance? NASSP Bulletin 62:416:22-26 Mar'78.

A survey of Connecticut high school teachers and their supervisors (principals, department heads,) reveals different perceptions of the value of teacher observation reports.

*282. Robinson, John J., and John H. Lee, Jr. Evaluation: can we agree? NASSP Bulletin 62:422:15-20 Dec'78.

A survey of Connecticut high school teachers, principals, and other supervisors about the concepts considered important in observing a class.

*283. Robitaille, D.F. Classroom personality patterns of teachers of secondary mathematics. Alberta Journal of Educational Research 21:4:249-54 Dec'75.

The present paper is a report of an attempt to discover which one of the "Teacher Characteristics Study" patterns best describes the classroom behaviour of a highly effective teacher of secondary mathematics, and which one best describes the classroom behaviour of a minimally effective teacher of secondary mathematics.

*284. Roelle, Robert J., and Phillip A. Wood. Six ways to improve teacher evaluation. American School Board Journal 167:9:36,41 Sep'80.

This article offers six guidelines for the principal to follow in evaluating teachers. The guidelines include keeping evaluation criteria in mind when hiring teachers, focusing on evaluation during in-service training, establishing a regular pattern of classroom visits, and providing teachers with opportunities for self-evaluation.

**285. Roper, Susan Stavert, and others. A Pilot Test of Collegial Evaluation for Teachers. Research and Development Memorandum Number 142. Stanford, Calif.: Stanford University, Center for Research and Development in Teaching, 1976. 32p. Available ERIC. ED 126 120.

This paper describes a pilot test of a new collegial evaluation program that emphasizes the improvement of classroom teaching. Working in pairs, teachers select their own criteria, observe each other in the classroom, give each other feedback, and develop plans for improvement. The program also provides for self-assessment and assessment by students to be incorporated into the overall evaluation. On the whole, teachers reacted favourably to collegial evaluation. They were able to adapt the program to their own needs when necessary and they gained new ideas for improvement from it.

286. Rosenshine, Barak, and David C. Berliner. Academic time engaged. British Journal of Teacher Education 4:1:3-16 Jan'78.

This article is in reply to "Knowledge about teacher effectiveness" (Flanders, N.A.).

*287. Rosevear, David. Teacher evaluation: techniques and tools. Comment on Education 8:3:11-18 Feb'78.

This article attempts to show how the traditional forms of evaluation can be made less threatening and presents some other forms of teacher evaluation which produce little or no threat. The subjects of self-evaluation, student evaluation of teachers, peer evaluation and parent involvement in evaluation are discussed.

*288. Ross, Peter N. The supervision of program and instruction: the York County approach. OCLEA 20:3-6 Fall'80.

In this article, in order to provide a critical description of supervision in one Ontario county, the author attempts: (1) to outline how supervision was managed prior to 1976; (2) to describe the current approach to supervision; (3) to discuss critically questions raised by this approach; (4) to identify what has been achieved by this approach.

*289. Rothberg, Robert A. Helping teachers improve their teaching. Clearing House 53:2:102-03 Oct'79.

Improvement of teaching performance can be accomplished within the teacher evaluation process if the approach is positive and non-threatening, with considerable emphasis on peer- and self-evaluation.

290. Rowen, Patricia, and Lois Rodgers. Suitable for sacking. Times Educational Supplement 3269:8-9 Feb 3'78.

*291. Roy, Joseph J. Teacher evaluation in an era of educational change. Clearing House 52:6:275-76 Feb'79.

There are not enough incompetent teachers around to warrant building evaluation systems solely to get rid of them. To be effective in terms of increasing student learning, teacher evaluation programs should focus on helping competent teachers improve their skills. The individualized performance objective or job target approach can do this.

*292. Ryan, Doris W., and Edward S. Hickcox. Redefining Teacher Evaluation: An Analysis of Practices, Policies and Teacher Attitudes. Toronto: Ontario Institute for Studies in Education, 1980. 120p.

This study on teacher evaluation was commissioned by the Ontario Public School Men Teachers' Federation to provide an information base on which to develop policies and programs. The co-investigators describe the current status of teacher evaluation in Ontario elementary schools in terms of practices and constraints, analyse and describe some highly developed models of teacher evaluation, provide information about the attitudes of Federation members towards teacher evaluation issues and practices, and identify issues and implications to be addressed by the Federation in future position papers, policies or in-service activities.

*293. S.P.S.S. -- The first year. The Federation News (FESCT) :2 Nov'80.

The introduction of the School Personnel Supervisory System (S.P.S.S.) created a great deal of conflict in the English sector of the Montreal Catholic School Commission between the Federation and the School Board. One year after the system was implemented despite the objections of the teachers, a poll was taken to determine the effects of the system. Ninety per cent of the teachers responded negatively when asked whether S.P.S.S. had helped them to become better teachers. Seventy-eight per cent also felt that the system had not benefited the pupils either.

*294. The "safety zone" factor in evaluating teachers. Reporting Classroom Research 8:3:1-2 Sep-Oct'79.

This article reports on a research paper entitled "Non-articulated factors influencing principals' evaluation of teachers in elementary schools". The paper studied the results of an evaluation project conducted in the London and Middlesex RCSS Board which was characterized by major efforts to remove all threatening aspects of evaluation and ensure full teacher co-operation throughout.

**295. Saif, Philip S. A Handbook for the Evaluation of Classroom Teachers and School Principals. Bloomfield, Conn.: Capitol Region Educational Council, 1976. 180p. Available ERIC. ED 133 371.

This handbook contains job descriptions for teachers and principals and evaluation instruments which serve as initial exemplary models for the school systems throughout Connecticut seeking to improve their staff evaluation programs. Part 1 contains a section on the classroom teacher's role, a job description, and suggested instruments to evaluate his or her performance. Part 2 contains a model for principal evaluation, a section on the principal's role, a job description for a principal, and evaluation instruments to measure the performance of a principal.

**296. Saif, Philip S. Teacher Evaluation. 1976. 5p. Available ERIC. ED 126 090.

This article examines why teachers should be evaluated, how teacher evaluation is perceived, and how teacher evaluation can be approached, focussing on the improvement of teacher competency rather than defining a teacher as "good" or "bad". If a teacher is working in conjunction with an evaluator it is important that: (1) the teacher be an active participant throughout the evaluation process; (2) the teacher and evaluator decide together what is to be evaluated, what criteria is to be used, and how information is to be collected; and (3) they should meet at least three times a year.

297. Saif, Philip S. Teacher evaluation: II. CABE Journal: 7-9 Dec'76.

This article on teacher evaluation stresses the importance of clearly outlining a job description for teachers, delineating tasks that all teachers should perform and describing abilities that teachers should demonstrate.

*298. Salek, Charles Jerrold. Helping teachers vs. evaluating teachers. NASSP Bulletin 59:392:34-38 Sep'75.

For principals to help teachers improve the quality of their instruction, this author suggests that judgmental attitudes must be completely eradicated. In the place of evaluation, non-directive supervisory conferencing is suggested. This article describes the technique.

*299. Sanders, James T. Teacher effectiveness: accepting the null hypothesis. Journal of Educational Thought 12:3:184-189 Dec'78.

The contemporary behavioristic analysis of teaching and teacher effectiveness has assumed that there is a necessary empirical relationship between differences in teachers' classroom behaviours and levels of student achievement. The author argues that this assumption lacks both empirical support and conceptual plausibility. The consequences of "accepting the null hypothesis" of differential teacher effectiveness are discussed with reference to their implications for teacher evaluation, teacher accountability and teacher education.

*300. Sapone, Carmelo V. An appraisal and evaluation system for teachers and administrators. Educational Technology 20:5:44-49 May'80.

This article presents an evaluation model representative of specific programmatic components and based on issues of attitude change or personal development, process change or instructional development, and structural change or organizational development, for use in administrator and teacher appraisal.

*301. Sapone, Carmelo V. Appraisal and evaluation systems: perceptions of administrators, teachers. NASSP Bulletin 65:442: 25-30 Feb'81.

The research reported indicates a wide difference in how administrators and teachers rank the importance of each component of an evaluation system. Even though it may be desirable to have an effective appraisal and evaluation system, the data suggest that, realistically, this system may be impossible to implement.

302. Schwartz, Libby Zinman. Client-centred supervision and evaluation of teachers. Momentum 9:4:12-13 Dec'78.

Client-centred supervision is a personal, participatory, and developmental approach, which finds its roots in the "third force" psychology of Carl Rogers. It requires a supervisor who is sensitive and humanistically orientated. Teacher evaluation criteria under this system focus on three areas: learning climate, program content and communication skills.

303. Schwartz, Libby Zinman, and Ross Beitzel. Viewpoint: on the supervision and evaluation of art teachers. School Arts 80:6: 56-57 Feb'81.

Client-centered supervision, with its attention to personality and attitudes, is recommended as an instrument for evaluating art teachers. The personal qualities and teaching skills needed by a client-centered supervisor are described. Some cognitive and affective components of art teacher evaluation are discussed.

304. Seager, G. Bradley, Jr. Working with less effective teachers. Catalyst for Change 8:2:28-31 Wtr'79.

*305. Sergiovanni, Thomas J. Reforming teacher evaluation: naturalistic alternatives. Educational Leadership 34:8:602-607 May'77.

The author feels that teacher evaluation today is shrouded with a false sense of scientism and that the prevalent technical/rational approach appears to be less than adequate. Suggested here are some naturalistic assumptions that may be worth trying. The work of Elliot Eisner and the concept of clinical supervision are some of the alternatives discussed.

*306. Shavelson, Richard, and Nancy Atwood Russo. Generalizability of measures of teacher effectiveness. Educational Research :171-183 Je'77.

Short-term and long-term studies of teacher effectiveness are categorized according to characteristic facets such as type of teacher, students, occasions, and subject matter to identify conditions over which these measures generalize (i.e., conditions in which teacher effects on pupil outcomes are stable). This review suggests that generalizability may be extremely limited in an educational context. Issues concerning the external validity of these studies are raised.

307. Shoemaker, John G., and David J. Leshan. Helping teachers grow. Independent School 37:1:23-26 Oct'77.

In an effort to find out what administrators feel about teacher evaluation, the author contacted the heads of sixteen independent schools. He discusses their answers to his query and gives his views on what is essential for any successful evaluation strategy.

308. Shymansky, James A. Assessing teacher performance in the classroom: pattern analysis applied to interaction data. Studies in Educational Evaluation 4:2:99-106 Sum'78.

Selected data from a junior high school science assessment study are presented to demonstrate the potential of pattern analysis for teacher evaluation, and to illustrate its superiority over other classroom observation techniques.

309. Sikula, John P. Agreeing on performance expectations is the first step in building accountability. Journal of Educational Communication 1:6:18-21 May-Jun'76.

Evaluation of school employees can be successfully accomplished and can lead to further personal and professional growth for those involved if care is taken to remove subjectivity and bias from the evaluation.

310. Skutack, Daniel E. Rate your performance in performance rating. Florida Vocational Journal 6:5:22-25 Jan-Feb'81.

This article discusses evaluation as a means of determining how well the instructor and the student are progressing toward course goals.

311. Slater, B.C., and J.J. Thompson. Science teachers described -- a new method for the understanding of individual differences. School Science Review 59:206:49-57 Sep'77.

A pupil observational system for use in the secondary classroom is provided. Results of the instruments used with five classes are discussed.

*312. Smith, Joe M. Teaching selection procedures. Clearing House 53:7:312-14 Mar'80.

The author discusses several factors which have in the past decade made it difficult for school personnel directors to establish quality teacher selection procedures. He identifies some basic criteria and methods for the selection process, emphasizing direct observation of the candidate's teaching performance as a selection tool.

*313. Smyth, W.J. Teacher evaluation and supervision: the sine qua non of educational leadership by principals. Saskatchewan Educational Administrator 12:3:31-42 Mar'80.

This paper highlights the need to look at the interrelationship between evaluation, supervision and leadership in schools, in the context of their likely impact on the quality of pupil learning. The author distinguishes between evaluation of the judgemental and helping type and considers the relative importance of these two aspects of the principal's role at different times in the past and in the present. In order to facilitate the transition of the principal from a plant manager to a "front-line supervision" role, a cyclical set of procedures known as clinical supervision is advocated.

*314. Smyth, W. John. Teacher evaluation: rationale, procedures. NASSP Bulletin 64:434:51-56 Mar'80.

The principal has a duty to assess the worth (make a summative evaluation) of the various parts of the organization, including teachers, and the further responsibility for making provision for the formative evaluation of the teaching staff with a view to assisting them in their personal and professional growth.

315. Soar, Robert. Using student performance outcomes for teacher evaluation: out of the question. NJEA Review 53:3:15 Nov'79.

The author asserts that using pupil test scores to evaluate teachers is unacceptable because teachers cannot control differences in student background and out-of-school influences that affect test performance. This article consists of excerpts from the author's presentation at the New Jersey Education Association's Symposium on Teacher Evaluation.

**316. Soar, Robert S., and Ruth M. Soar. Problems in Using Pupil Outcomes for Teacher Evaluation. Washington D.C.: National Education Association, 1975. 20p. Available ERIC. ED 150 187.

Problems in the use of pupil achievement measures for evaluating teachers, schools or systems are reviewed, with the conclusion that they are disabling. The following

reasons are cited: (1) What the pupil brings to the classroom in terms of ability, previous knowledge, home and peer influence, motivation, and other influences is clearly very powerful in determining academic standing at the end of the year; (2) Student achievement reflects only a small portion of the total set of objectives for which schools increasingly are being held accountable; (3) Taking pupil standing at the year-end as an indicator of teaching effectiveness frequently does not recognize standing at the beginning of the year; in addition, the problems of adjusting for prior standing are extremely serious and rarely recognized; (4) This accountability system would reward the teacher who teaches to the test or who gives primary attention to those pupils who are below minimum standards but in reach of them; (5) Such an evaluation system would probably reward teaching behaviour which promotes low cognitive level learning and penalize teaching which promotes complex learning.

317. Solomon, Lester. Georgia measures teacher performance. Compact 12:4:18-19 Wtr'79.

Georgia is developing a state system to grant teacher certification on the basis of classroom performance and teaching effectiveness. In addition, a system of supportive supervision is available to each local school system as it develops plans for beginning teacher staff development.

318. Solo, Leonard. Teacher evaluation in an alternative public school. National Elementary Principal 55:1:29-34 Sep-Oct'75.

*319. South, Jeffrey C. This superintendent's plan: rank teachers, reward the best, and fire the worst. American School Board Journal 167:5:31-32 May'80.

This article outlines the conflicts surrounding a superintendent's attempt to install a rating system that would reward some non-tenured teachers and result in others being fired. A similar system is being used on administrators and classified personnel.

*320. Spack, Eliot G. Evaluating and Supervising Teachers: Research and Methods. Highland Park, N.J.: Essence Publications, 1978. 57p.

This review and analysis of recent research findings in the field of teacher evaluation contains the following sections: Historical Perspective; Motives for Evaluation; Observational Techniques; Programs for Evaluation -- Self Evaluation Procedures, Student Evaluation of Teacher Performance, The Redfern Method, Peer/Collegial Evaluation, Clinical Supervision; Performance-based Programs; and Future Directions. An extensive bibliography is included.

321. Spooner, Robert. What shall we do with the incompetent teacher? Education (Br.) 152:24:584-585 Dec 15'78.

*322. Stow, Shirley B. Using effectiveness research in teacher evaluation. Educational Leadership 37:1:55-56,58 Oct'79.

Student achievement rose sharply when the West Des Moines schools incorporated the findings of effectiveness research in their teacher evaluation system.

323. Sugawara, Alan A., and Mary M. Cramer. A pre-school teacher competency rating scale. Home Economics Research Journal 8:6:405-11 Jul'80.

The reliability and validity of a Pre-school Teacher Competency Rating Scale were tested. It was concluded that the PTCRS is a relatively reliable scale with some evidence of construct validity which can be used in training competent pre-school teachers.

*324. Supervisory practices to be subject of study. Saskatchewan Bulletin 46:5 Apr 3'80.

The Saskatchewan Department of Education announces a study to assess the nature of principals' classroom supervisory practices as perceived by principals and teachers as well as desired practices as perceived by teachers and principals. The identification of strengths and weaknesses in classroom supervision will provide direction for the development of in-service programs relevant to the needs of those involved.

*325. Suprina, Richard N. Supervision do's and don'ts. NASSP Bulletin 62:422:51-54 Dec'78.

This article presents guidelines for teacher observation and evaluation.

*326. Tagg, Geoff. Principal's role in evaluation: a matter of trust. ATA Magazine 56:3:36-7 Jan-Feb'76.

The primary purpose of evaluation by the principal should be to determine the degree to which the objectives of the educational system are being attained. It is not the teacher's competency that should be the central object of the evaluation, but the educational process. Any evaluations for the purpose of judging the teacher's competency are best left to external sources.

*327. Teacher Evaluation. Bibliographies in Education Number 52. Ottawa: Canadian Teachers' Federation, 1975. 31p. Available ERIC. ED 110 447.

This bibliography lists material published on teacher evaluation since 1972. Some of the topics covered include performance-based teacher education, accountability, effective teaching, and staff development.

**328. Teacher Evaluation. Research Action Brief no. 4. Eugene, Oregon: University of Oregon, ERIC Clearinghouse on Educational Management, 1979. 5p. Available ERIC. ED 172 367.

Research into teacher evaluation techniques has not provided conclusive answers because of a number of research problems, including the subjectivity of traditional teacher observation techniques and the lack of sensitivity of newer, more objective techniques. A five-year research project in California, the Beginning Teacher Evaluation Study (BTES), tried to avoid these problems through the use of nonstandardized testing, teacher questionnaires and

interviews, and multiple objective behavioural observations of interaction between students and teachers. While BTES, despite its name, never directly addresses itself to teacher evaluation, its findings imply answers to the questions of what to measure when evaluating teachers and how to measure it. The study also points the way to future definitive research of a more practical nature.

**329. Teacher Evaluation. The Best of ERIC, No. 40. Eugene, Oregon: Oregon University, ERIC Clearinghouse on Educational Management, 1978. 5p. Available ERIC. ED 161 158.

The ten items in this annotated bibliography are articles and documents in the ERIC system concerning evaluation of teachers. Research surveys cited focus on the present state of teacher evaluation, the use of observation reports, how often teachers desire to be evaluated, and principals' ideas of teacher effectiveness.

330. Teacher evaluation: A long, hard look. NJEA Review 53:3:10-14 Nov'79.

Excerpts from speeches delivered at the New Jersey Education Association's Symposium on Teacher Evaluation are presented.

*331. Teacher evaluation: a potpourri of views. Manitoba Teacher 57:3:4-5 Nov'78.

This two-page feature presents slightly abbreviated versions of the position papers studied and debated at the Teacher Evaluation Conference in Winnipeg, October, 1978.

332. Teacher evaluation procedures. NJEA Review 51:4:36-39 Dec 77.

NJEA continues to offer leadership in the area of professional evaluation by presenting guidelines for action to its affiliates. Thirty-three specific guidelines for local teacher evaluation procedures are listed.

333. Teacher supervision and evaluation. ASTA Leader 6:6:3 Aug'78.

334. Therrier, Normand. L'évaluation des enseignants: les principaux concepts et les variables en cause. L'Assomption: Collège de l'Assomption, 1977. 25 p.

**335. Thomas, M. Donald. Performance Evaluation of Educational Personnel. Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1979. 60p. Available ERIC. ED 179 020. Microfiche only.

This pamphlet makes a case for performance evaluation of educational personnel as the primary method for improving schools. The case is developed through commentary, examples, and statements of educators familiar with performance evaluation. The paper examines current issues related to the evaluation of educational personnel such as the purpose of evaluation, the relationship between evaluation and teacher unionism, evaluation and the negotiation process, evaluation

as a basis for staff development, and the ability of educators to police themselves. A separate chapter is devoted to a discussion of six school districts in the country that have model performance evaluation programs. Final chapters deal with accountability, the evaluation conference, and termination of an employee.

336. Thomas, Nelson. Thoughts on teacher evaluation. Physical Educator 37:4:176-78 Dec'80.

The practical way to evaluate teachers is to keep in mind the qualities frequently evidenced by superior teachers, such as knowledge of subject matter, ability to select, organize, and interpret relevant materials, interest in students, sincerity, enthusiasm, and impartiality.

**337. Thompson, June E., and others. Failures of Communication in the Evaluation of Teachers by Principals. Stanford, Calif.: Stanford University, Center for Research and Development in Teaching, 1975. 27p. Available ERIC. ED 105 637.

This paper describes how the evaluation of teachers by principals is hampered by difficulties in communication. The 131 teachers and 33 principals questioned did not agree on how much teachers knew about the way they were evaluated. Nor did they agree on the frequency of evaluations. The teachers reported less frequent evaluation than the principals believed they communicated. The lower the frequency of communicated evaluations reported by teachers, the more dissatisfied were the teachers and the less helpful were the evaluations in improving the quality of their teaching. An increase in the frequency of evaluation would increase teacher satisfaction, increase teachers' belief that evaluations can provide helpful guidance, and decrease the teachers' sense of threat to their professional autonomy.

*338. Thorlacius, Jon. The supervisor-teacher analagous categories system (STACS): a system for analyzing supervisor-teacher supervisory conferences. Challenge in Educational Administration 17:4:77-90 1978.

This article attempts to outline the development of a systematic observation tool for use in training supervisors. Used in conjunction with the clinical supervision model, it can assist the supervisor in making some sensible evaluative judgments based on quantitative, analyzed data related to his own objectives and strategies as a supervisor. Using the data collected, a supervisor can compare his personal perception of what occurs in a supervisory conference with a more objective analysis of what actually occurs and thereby obtain a basis from which to modify future strategies.

**339. Thorndike, Robert M., and Carol A. Waldram. Content Validity and the Uses of Student Ratings. 13p. Available ERIC. ED 118 601.

The validity of a rating instrument depends not only upon the content of the instrument and the purposes the instrument is to serve but also upon its relationships to criteria external to the instrument. Formative and summative evaluation

require two distinct types of instruments which yield different types of information. The problem in the development of formative rating devices is a definition and enumeration of the domain of teaching behaviours. A solution to this problem possibly would be different for various subject areas and teaching styles. Evaluation instruments yield information that is logically expected to be related to quality of teaching performance. What is lacking is evidence relating ratings to important educational outcomes.

*340. Tracey, William R. Teacher evaluation -- another perspective. Clearing House 51:5:240-42 Jan'78.

This article reviews some basic definitions, concepts, and principles of evaluation. It also discusses the sequence of steps that are necessary if evaluation of teachers is to be effective and the variables that affect the learning process -- possibly the major factor in evaluating teachers.

*341. Tractenberg, Paul L. Legal issues in the testing of school personnel. Phi Delta Kappan 57:9:602-605 May'76.

This article discusses written and unwritten tests of teachers and such issues as due process, equal protection, and test validity.

*342. Trustees' meeting: a case of hardening attitudes. Reporter 6:1:29 Oct'80.

The evaluation workshop conducted at the Canadian School Trustees' Third Congress on Education showed the trustees to be more interested in determining how to get rid of incompetent teachers than how to improve a teacher's classroom performance.

*343. Tuckman, Bruce Wayne. Feedback and the change process. Phi Delta Kappan 57:5:341-44 Jan'76.

Twelve rules are offered for using feedback to effect change. A system is described for stimulating change in teaching behaviour in a school setting.

*344. Tuckman, Bruce Wayne, and Morris S. Fabian. Teaching styles of vocational teachers judged as more and less competent. Journal of Experimental Education 46:1:5-10 Feb'77.

This study evaluates vocational teachers and four dimensions of teaching style identified by Tuckman as creativity, dynamism (dominance plus energy), organized demeanor (organization plus control), and warmth and acceptance. The intent is to find whether supervisor ratings of teacher competency, structured or unstructured, in fact reflect the "bias" of the field.

345. Tuckman, Bruce W., and others. Judging the effectiveness of teaching styles: the perceptions of principals. Educational Administration Quarterly 15:1:104-15 Wtr'79.

Principals have their preferences for teaching styles. These preferences are largely consistent with the educational level at which they work.

**346. Tuckman, Bruce W., and others. Teacher Behaviour is in the Eye of the Beholder: The Perceptions of Principals. Paper presented at the Annual Meeting of the American Educational Research Association, New York, 1977. 18p. Available ERIC. ED 137 928. Microfiche only.

Principals rate teachers in their own schools whom they had previously nominated as either effective or ineffective, using four dimensions of the Tuckman Teacher Feedback Form (TTFF) -- creativity, dynamism, organized demeanor, and warmth and acceptance. Results of the study confirmed that principals at different levels differ significantly in terms of their perceptions of teacher effectiveness, as determined by their ratings of teachers using the TTFF. Elementary principals appear to prefer teachers who are very warm and accepting, highly organized, and creative. Intermediate principals appear to prefer teachers who are very organized, in control, warm, sociable, fair, imaginative, creative, and dynamic. Senior high principals appear to prefer teachers who are highly systematic, organized, structured, and task-oriented.

*347. Twa, Robert and Allyn Langager. Data make the difference. Challenge in Educational Administration 17:4:91-109 1978.

This paper attempts to share findings and convictions about the importance of appropriate data in the clinical supervision process. In addition, approaches and materials used to help supervisors develop the skills and attitudes necessary to carry out the task are discussed. The ideas presented were tested by the authors under actual field conditions.

*348. Valentine, Jerry. The supervisory process -- a practical look. NASSP Bulletin 62:422:55-59 Dec'78.

A process of supervision used successfully by the author when he was a principal is described.

*349. Verble, Margaret S. Evaluating the quality of teaching. Peabody Journal of Education 56:2:77-82 Jan'79.

Pre-service teaching performance should be judged in the same way as in-service teaching performance -- by public evaluation, not by such measures as competencies and skills performed.

350. Walker, John. How well are we doing our job? Industrial Education 66:7:10 Oct'77.

The author looks at some recent indications of the effects of declining school enrolments and their implications for industrial arts and vocational education teachers and for educational programs. To emphasize the concern for their jobs that teachers should be feeling, he cites a new system for teacher evaluation in the Baltimore, Maryland city school system.

**351. Walter, Franklin B. Mandates for Evaluation: The National Overview. Paper presented at the conference of the Kentucky Association of Teacher Educators, Richmond, 1975. 9p. Available ERIC. ED 115 607.

The concept of accountability, or fixing responsibility for outcomes in education, is not new. As far back as 1912, administrators were responding enthusiastically to the idea of assessing teacher performance by objective criteria. Currently, the focus of the accountability movement is on evaluation. Prevailing negative attitudes concerning education and, particularly, the effectiveness of our educational system have prompted educational accountability and evaluation mandates. These legislative actions are attempts to mandate quality and their success depends on the willingness of the educational community to monitor itself and to attempt to improve the quality of the teaching-learning situation.

*352. Wasserman, Selma, and Wallace Eggert. Profiles of Teaching Competency. Vancouver: University of British Columbia, Centre for the Study of Curriculum and Instruction, 1980. 22p.

This instrument identifies nineteen behavioral profiles which are seen as related to competent performance in classroom teaching. The authors believe that, although many more competencies can be identified, the ones included here are the most important facilitators of students' learning. This instrument, properly used, should be helpful in identifying weaknesses and determining directions for possible professional growth.

*353. Wasserman, Selma, and Wallace Eggert. Profiles of teaching competency: a way of looking at classroom teaching performances Canadian Journal of Education 1:1 1976 and Evaluation and Measurement Newsletter :29:1-4 Feb'78.

The authors describe a set of behavioral guidelines which they believe to be related to positive learning outcomes and thus provide an instrument for assessing preservice and inservice teacher competency.

354. Weigand, J. (ed.) Implementing Teacher Competencies: Positive Approaches to Personalizing Education. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1977.

**355. Weisenstein, Greg R. Teacher Evaluation: The Principal's Role. Eugene, Ore.: Oregon School Study Council, 1976. 28p. Available ERIC. ED 130 438.

Many issues confronting teacher evaluation can be consolidated into three general questions: (1) Who is responsible for evaluating teachers? (2) What evaluation instrument will be relevant and valid for the purposes intended? (3) What conditions are present when dealing with the human relation difficulties inherent in the evaluation process? The

problems discussed represent general areas of dissonance in the field of teacher evaluation and are by no means inclusive of all concerns in this area. The purpose of the discussion is to introduce the reader to certain controversial issues and to specify how these issues affect the role of the principal.

*356. Weldy, Gilbert R. Principals are instructional leaders. It's a fact -- not a myth. NASSP Bulletin 63:423:71-76 Jan'79.

In theory and fact, in position and function, the principal is indeed the instructional leader of the school. There are research findings on teacher effectiveness that can and must be used by principals in carrying out his function.

*357. Where they not only evaluate teachers, they actually help the good ones and get rid of the bad ones. American School Board Journal 163:10:19-21 Oct'76.

This article describes a teacher "remediation" plan created by the superintendent and the local teacher union.

**358. Wilcox, Ray T. A Comparison of Secondary School Teachers Judged Effective by Principals, Current Students, and Graduates. Paper presented at the Annual Meeting of the California Educational Research Association, Burlingame, 1976. 17p. Available ERIC. ED 139 103.

In five junior high schools and five senior high schools in Utah, the "voting method" was used to identify four groups of teachers, including (a) a group nominated by each principal as the most effective teachers in his school, (b) a group nominated by current students as their favorite teachers, (c) a group nominated by graduates as the teachers who taught them the most, and (d) a control group selected randomly from the remaining teachers. These different judges of effective teaching were found to nominate different teachers, with very low rank-order correlations between the top ten teachers in each group in each school. By using standard evaluative instruments, different judges were also found to favour a different group of teachers. Since no judge rated the teachers in the control group as the highest, the results of the "voting method" as used in this study were found to be partially validated.

*359. Wilson, R.J. Three faces of evaluation: students, teachers, curriculum. History and Social Science Teacher 12:4:203-06 Sum'77.

This paper suggests that the following questions at least should be addressed in any evaluation, whether of students, teachers or the curriculum: (1) What is the purpose of the evaluation; (2) Does the purpose demand formative evaluation, summative evaluation or both; (3) Should the data collected be criterion-referenced, norm-referenced, or both; (4) Will the data, once collected, answer the questions that engendered the evaluation in the first place.

*360. Winborne, Claiborne R. The evaluation dilemma: special education and the principal. NASSP Bulletin 65:442:22-24 Feb'81

The type of evaluation form provided here supplies the principal with a guide to what to look for in a special education classroom, whatever the level of his or her expertise in the area.

**361. Wood, Carolyn J. and Paul A. Pohland. Teacher Evaluation: Organizational Maintainance vs. Stimulation of Improved Teaching Performance. The New Mexico Principalship Study. Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 31p. Available ERIC. ED 173 433.

Teacher evaluation procedures appear to focus on organizational maintainance aspects more heavily than on helping teachers improve their teaching performance. This conclusion was reached after a content analysis of teacher evaluation instruments used in New Mexico schools. Items focussing on the instructional role constituted only 28% of the items in the rating scale instruments. Other factors used in the evaluation included personal characteristics (30%); administrator/manager role (14%); social role (12%); professional role (7%); organizational membership role (7%); and student achievement (1%). The results also suggested that organizational conservatism and stability, rather than change, appeared to be highly valued. From a supplementary analysis of teacher evaluation instruments dating from the turn of the century to the present, it was concluded that the secondary emphasis on instructional role has been a persistent characteristic of teacher evaluation over the years.

**362. Wood, Peter. Teacher Evaluation: Feedback to Improve Teaching. Paper presented to Ohio English Teachers and Graduate Students at Bowling Green State University. 62p. Available ERIC. ED 139 733.

Student feedback in the form of traditional discussions, examinations, and student rating with numerical and open-ended questions, as well as television tapings and peer feedback, are examined for their effectiveness in improving teacher performance. Self-directed evaluations are also considered, as well as the teachers' personal reactions to the various forms of evaluation. The appendix gives examples of questionnaires that students fill in, giving their opinions and evaluations of individual courses and teachers' performances, and also forms for teachers to use for self-evaluation after viewing video tapes of their classroom behaviour.

**363. Wotruba, Thomas R., and Penny L. Wright. Developing a Teaching Effectiveness Assessment Instrument. 39p. Available ERIC. ED 152 694. Microfiche only.

A methodology for developing a teaching effectiveness rating instrument is provided which elicits measures in terms decision-makers believe important, avoids redundancy, includes items raters are able to rate (as perceived by

decision-makers), and includes concerned parties in the development of the instrument. It is concluded that a rating instrument that is agreed upon by all as perfect will probably never be found. But, if evaluation of teaching effectiveness is to be carried out, the procedures described should help produce an acceptance and use of the results at least as good as or better than, any other procedure.

*364. Wright, Robert. Teacher evaluation — for the improvement of instruction. OCLEA 17:3-6 Fall'79.

In 1976, as a result of the collective agreement, the Halton Board of Education initiated a systematic planning effort to develop a new approach to teacher evaluation which was aimed primarily at the improvement of instruction. The Project Director of the Halton Teacher Evaluation Task Force describes the approach in detail.

*365. Young, James M., and Robert L. Heichberger. Teachers' perceptions of an effective school supervision and evaluation program. Education 96:1:10-19 Feb'75.

This article investigates teachers' attitudes concerning supervision and evaluation programs and provides an example of such a program with an appendix of survey results of that program.

366. Zirkel, Perry A. Legal Aspects of Teacher Evaluation. Topeka, Kans.: National Organization on Legal Problems of Education, 1979. 11p. ED 170 852. Not available ERIC.

This document is one chapter of a larger work entitled Contemporary Legal Issues in Education (ED 170 835. Available ERIC. Microfiche only). This chapter concerns the legal aspects of teacher evaluation and how it remains largely a matter of state control. It discusses federal overlays and state law and then summarizes the case law relating to teacher evaluation. The paper concludes that while teacher evaluation is basically a state matter, the overlay of federally protected rights and the interplay with local collective bargaining can not be ignored. It cautions that principals who fail to comply as evaluators may face civil rights suits. In addition, it states that the influence of facts upon judicial reviews is indisputable, and the in-service education of judges under federal discrimination statutes can result in different interpretations of the law.

**367. Zirkel, Perry A., and Christopher Castens. Teacher Evaluation. A Legal Memorandum. Reston, Va.: National Association of Secondary School Principals, 1978. 10p. Available ERIC. ED 165 [illegible]06. Microfiche only.

Legislation concerning teacher evaluation has been limited to date, and surprisingly little litigation has reached the courts. Although there are federal overlays and local interplay, the law of teacher evaluation is largely a state matter. This legal report gives an overview of the federal and state laws, discusses what the statutes say, and summarizes case law concerning teacher evaluation.

B. SELF-EVALUATION

368. Agostino, V. Robert, and Kenneth Burrett. Self-supervision: re-orienting teachers. Social Science Record 15:2:29-30 Wtr'78.

This article recommends that teachers develop their own ideas and methods for teaching, that these ideas and methods be stated in behavioural terms, and that teachers evaluate their own teaching. Aids to help teachers develop a self-supervision system are presented.

369. Albert, Burton, and Betty J. Brown. Where do you stand on the fat eraser scale? Instructor 88:10:60-62 May'79.

Two rating scales are described -- one for teacher self-evaluation, the other for student evaluation of teaching performance.

*370 Alberta Teachers' Association. Cooperative Assessment: A Manual For Teachers. Edmonton: ATA, 1979. 87p.

This manual was designed to present criteria from which users may select appropriate items to conduct a cooperative assessment or self-evaluation and to provide a rational procedure for completing the task. It is divided into three sections: user's guide, cooperative assessment instruments, and self-evaluation criteria for individual teacher use.

**371. Alvir, Howard P. Educational Administration Techniques for the Busy Executive to Use During On-site Visits and Routine Inspections. Albany, NY: Claire Gelinas Alvir, 1977. 33p. Available ERIC. ED 135 059. Microfiche only.

This document is intended for persons responsible for supervising teachers in trade or technical programs, for persons monitoring programs in occupational areas, and for those interested in self-evaluation concepts. The document includes a pretest that serves as an aid for the clarification of values and tactics for local, on-site self-evaluation. Also included are a list of goals for a ten-day course on teacher self-evaluation, local self-evaluation questioning techniques, and general guidelines to follow when using self-evaluation techniques.

*372. ATA to update evaluation guides. ATA News 12:16:5 May 8'78.

The ATA has available self-evaluation guides for personnel in elementary, junior high and senior high schools. The guides are for use in evaluating both program and teacher performance. Some details are discussed.

*373. Babin, Patrick. A curriculum orientation profile. Education Canada 19:3:38-43 Fall'79.

Presented is a curriculum orientation profile, consisting of 57 value statements, designed to help the reader discover his/her dominant orientation toward curriculum content, goals, and organization.

**374. Bagby, Sara Ayers, and Stephanie Heatwole Cooney. The Individual as Teacher: Caring, Creating, and Coping. Washington, D.C.: Home Economics Education Association, 1978. 55p. Available ERIC. ED 166 161. Microfiche only.

Focussing primarily on the humanistic components of the educator's role, this document was developed as a resource to assist educators with the process of self-evaluation. It can be used as a basis for planning professional development goals. The content has been organized so that it has broad applicability for in-service teachers and prospective teachers, as well as supervisors, administrators, and related specialists. The objective is to stress the importance of a teacher's individuality in facilitating learning. Self-evaluation forms are included along with selected references.

*375. Bailey, Gerald Douglass. Improving classroom instruction: is there a better model? NASSP Bulletin 62:414:52-59 Jan'78.

After examining the teacher evaluation, student feedback, and teacher self-assessment models used for instructional development, the author concludes that it is logical for teachers to assume more responsibility for learning how to help themselves and that the self-assessment model is rewarding and worthwhile.

*376. Bailey, Gerald Douglass. Maximizing the potential of the videotape recorder in teacher self-assessment. Educational Technology 19:9:39-44 Sept'79.

This article reports conditions necessary for the adequate use of videotape recordings in reporting teaching techniques, teacher behaviour, student behaviour, and student teacher interaction. Proper camera placement is illustrated, observation categories are listed, and a sample videotape release form is included.

*377. Bailey, Gerald Douglass. Self-made classroom observation instruments: an aid to self-assessment. Educational Technology 17:3:49-51 Mar'77.

Described is a technique to help teachers identify and control their instructional behaviour.

*378. Bailey, Gerald Douglass. Teacher self-assessment: in search of a philosophical foundation. NASSP Bulletin 62:422:64-70 Dec'78.

Teacher evaluation and teacher self-assessment are not synonymous terms. Misconceptions about self-assessment are explained.

379. Beach, Richard. Self-evaluation in an activity-oriented English classroom. English Journal 64:3:59-63 Mar'75.

380. Bonnici, Charles A. The two personalities of teaching. English Journal 67:6:48-50 Sept'78.

This article provides a questionnaire which English teachers can use to determine whether their instructional techniques are artistic, mechanical, or somewhere between these two extremes.

381. Bottoms, Gene. Teacher competencies that open the way. American Vocational Journal 50:8:41-44 Nov'75.

The article examines three teaching competencies (structuring competencies, process competencies, and supportive competencies) and encourages vocational teachers to examine their performance in the classroom or laboratory to assess the extent to which they demonstrate these competencies.

*382. Bratt, Marvin. Toward a simplified method of self-evaluation of teaching. School Science and Mathematics 75:7:634-636 Nov'75.

This article provides a simplified method of self-evaluation which is inexpensive and requires little training before utilization.

*383. Briley, T.S. Hard times and basic backward evaluation. Educational Technology 15:12:21-22 Dec'75.

A discussion of how subordinates could evaluate supervisors' work performance, and therefore provide a basis for self-improvement staff development programs.

*384. Brophy, Beverley. Teacher evaluation: ultimately self-evaluation. Comment on Education 6:4:6-9 Apr'76.

This paper defines self-evaluation, explores the need for this type of evaluation, reviews the literature, and concludes by giving examples of strategies which may promote self-evaluation.

385. Brown, William T., Jr., and Mary H. Johnson. Wanted: industrial arts procrastinators, innovative teachers need not apply. Man/Society/Technology 35:4:100-101,106 Jan'76.

The authors take the reader on a journey into the modern industrial education classroom as an exercise in awareness and offer questions so that teachers may evaluate themselves.

386. Burch, Barbara G., and W. Elzie Danley. A staff development model for educators. Kappa Delta Pi Record 15:3:70-71 Feb'79.

This model is designed to assist educators in determining their role expectations and proficiency levels and to use this information to plan experiences for extending one's own professional growth.

**387. Carey, Lou M. An Investigation of the Validity of Using Self-Evaluation Instruments to Identify Instructional Needs. 11p. Available ERIC. ED 142 579.

The validity of interpreting teachers' perceptions of their performance as a index of their actual performance was examined. One hundred and seventy-five classroom teachers were paid to participate in this study. Results showed that teachers' perception scores were significantly higher then their actual performance scores in all six content areas.

Using teachers' perception scores to predict actual performance scores on teaching skills appeared to be an invalid practice. This finding held true for three different types of questions: Recall of verbal information, concept identification, and problem-solving questions.

388. Champagne, Marc. L'autoscopie à l'université: un instrument de perfectionnement pour les professeurs. Québec: Université Laval, Service de pédagogie universitaire, 1979. 32p.

*389. Church, John. Self-evaluation policy. BCTF Newsletter 18:7:7 Jan 12'79.

BCTF's policy statement regarding safeguards which should be considered prior to the implementation of self-evaluation programs is explained.

*390. Clary, Linda Mixon. How well do you teach critical reading? Reading Teacher 31:2:142-46 Nov'77.

This article presents a self-rating scale for rating oneself on teaching critical reading and lists resources for instructional activities involving critical reading skills.

391. Clary, Linda Mixon. A self-appraisal inventory for reading teachers. Reading Horizons 20:4:276-80 Sum'80.

A self-rating scale for reading teachers based on ten characteristics of effective reading teachers is provided. A discussion of each item is given.

392. Cook, Ann, and Herb Mack. The teacher as researcher. National Elementary School Principal 55:4:47-51 Mar-Apr'76.

The teacher-as-researcher method of evaluation and assessment has produced valuable data about the learning environment and children, and has provided a mechanism by which teachers can systematically improve the effectiveness of their teaching.

393. Cornall, Peter. Navel exercises. Times Educational Supplement 3202:16-17 Oct 15'76.

*394. Corno, Lyn, and others. Comparison of pupil achievement and teacher reactions in teacher centre and non-teacher centre schools. Journal of Educational Research 73:3:123-31 Jan-Feb'80.

The influence of selected teacher centre components on student academic achievement is examined. Differences in teacher self-ratings on effectiveness, teaching style, and use of teacher education resource materials are also examined across treatment groups.

395. Crew, Louie. Towards teacher self-evaluation. Illinois Schools Journal 58:4:12-16 Wtr'78-79.

Listed in this article are numerous questions teachers could ask themselves in evaluating their own effectiveness. Topics considered include professional attitudes and habits, methods

and materials in specific courses, professional research and growth, and relations with students, colleagues, the school and the community.

396. de Garcia, Rebecca, and Sue Reynolds. Foreign language teachers' attitudes: a strategy for exploration and change. Foreign Language Annals 10:6:649-55 Dec'77.

This article presents a rationale for humanizing teacher in-service education and an attitude survey used to assist teachers in exploring their attitudes and beliefs about language teaching and learning. The questionnaire consists of 53 questions. An explanation of scoring procedures is included.

39/. Dion-Myre, Jocelyne. L'auto-évaluation du personnel des centres documentaires scolaires. Causerie prononcée lors du dîner offert par la section de l'Asted à l'hôtel Holiday Inn de Longueuil, Montréal, le 3 mai, 1978. 16p.

**398. Donald, Janet Gail, and Margaret Penney. Instructional Analysis Kit. Montreal: McGill University, Center for Learning and Development, 1977. 47p. Available ERIC. ED 158 620. Microfiche only.

This instructional analysis kit for teachers presents a self-evaluation form, 22 instructional elements, an annotated bibliography of learning resources for each element, and a student evaluation form parallel to the instructor self-evaluation form. Instructions are provided on administering, analyzing, and interpreting the results of the kit components. The elements of the instructional process are grouped under the following categories: course planning, course content, instructional procedures, learning materials, and evaluation of learning. Suggestions are offered for ways to improve instruction.

399. Ellett, Lowell E., and Earl P. Smith. Improving performance of classroom teachers through video taping and self-evaluation. AV Communication Review 23:3:277-288 Feb'75.

**400. Evertson, Carolyn M., and others. Texas Teacher Effectiveness Project: An Investigation of Selected Presage-Process Relationships. Austin, Tex.: Texas University, Research and Development Center for Teacher Education, 1975. 79p. Available ERIC. ED 147 277.

Self-reports of classroom behaviour given by second- and third-grade teachers in questionnaires are compared to process measures of the same behaviours collected by classroom observers visiting in these teachers' classrooms. The comparisons reveal a generalized pattern of poor accuracy on the part of the teachers, although there were some exceptions for certain variables. In general, highly successful teachers were not much more accurate in reporting their classroom behaviour than were less successful teachers.

401. FitzPatrick, Joseph Leo. The Effects of A Self-Evaluation Model on the Classroom Verbal Behaviour of Eight Secondary English Teachers. Ph.D. Thesis, University of Delaware, 1976. 296p. ED 132 601. Not Available ERIC.

The effectiveness of a system of supervision of classroom teaching, involving the videotaping of instruction and an objective evaluation instrument, was investigated using eight veteran English teachers. The teachers were videotaped in their classrooms on two occasions, a year apart. Following the first videotape, all eight viewed their teaching, responded to an open-ended question, were presented the results of the objective instrument, and were taught the categories of the instrument. Participants practised during the intervening year, in those areas which they considered needed improvement. After the second videotaping, the procedure was evaluated by examining the teachers' initial perceptions of their teaching and the extent and nature of changes brought about by the videotaping and use of the objective evaluation instrument. The procedures used were interpreted as an effective alternative to traditional methods of supervising English instruction.

*402. Flatter, Charles H., and Elizabeth J. Koopman. An inservice self-study program: the forgotten key to educational success. Journal of Teacher Education 27:2:116-118 Sum'76.

Shared experiences between teachers meeting regularly in small groups help them to recognize, value, and utilize their own skills and experiences in professional growth and problem-solving.

*403. Gale, Fred. Chalk talk: Maple Ridge principal on school self-assessment. BCTF Newsletter 19:13:1,4 May 8'80.

An elementary school principal presents his case against imposed elementary self-assessment and external evaluation. After describing a typical elementary teacher's workload, he recommends the teachers refuse to take on extra tasks, like self-assessment schemes, without adequate provision of time.

404. Hamm, Russell L., and Dale G. Findley. On being human: guidelines for teachers. Contemporary Education 46:4:284-86 Sum'75.

The primary commitment to which the teacher should dedicate himself/herself is that of striving to be more humane.

*405. Hartman, Catherine L. A longitudinal look at self-appraisal strategies. Journal of Teacher Education 29:5:11-12 Sept-Oct'78.

Results and participant feedback indicate that self-appraisal is a promising staff development approach.

*406. Hawkins, Sue. Tape record your teaching: a step-by-step approach. Learning Resources 2:2:18-20 Apr'75.

This article describes how a video tape recorder can be used for teacher self-evaluation.

407. Heerman, Charles E. Reading self-study: a foundation for developing the teacher's reading. Reading Improvement 16:4:274-76 Wtr'79.

A personalized reading self-study program is described in which a teacher reads selected articles, maintains profiles on rate and comprehension for each, and then describes the reading and makes recommendations for further development based on cumulative profiles.

408. Hofstrand, Richard K. A process for self-directed professional growth or "I could do my job better if only...". Illinois Teacher of Home Economics 23:1:37-41 Sept-Oct'79.

PAPA: Plans, Action and Progress Assessment, a process whereby the professional educator can effectively organize professional growth and development efforts, is presented. The process can also aid teachers, counsellors, professors, or administrators in improving job performance. The 3 parts of the program are described.

*409. Hook, Colin M., and Barak V. Rosenshine. Accuracy of teacher reports of their classroom behaviour. Review of Educational Research 49:1:1-11 Wtr'79.

Eleven studies of the accuracy of teachers' reports of their classroom behaviour are summarized. Teacher reports of specific behaviours were not very accurate, but grouping answers into dimensions resulted in greater correspondence between teacher reports and observations. Self-reports used to classify teachers on a continuum appeared trustworthy.

**410. Horton, Margaret W. The Use of Teacher Evaluation to Improve Instruction. Paper presented at the Annual Meeting of the Association of Teacher Educators, Atlanta, 1977. 17p. Available ERIC. ED 135 775.

This document presents a model for a program to guide teachers in effective self-evaluation. In this program, the teacher is expected to write course, unit, and daily lesson plans incorporating behaviourally stated objectives, which communicate his or her instructional intent. With the help of a trained observer-evaluator, the teacher is able, after the instruction period, to examine the results achieved and evaluate his/her own strengths and weaknesses in accomplishing the stated goals. Practice in this model program of inservice teaching should enable teachers to become proficient in evaluating their own performance in the classroom and improve their teaching skills.

411. An industrial education teacher self evaluation form. Industrial Education News 10:1:5-8 Sept'77.

412. Interpersonal Growth. Description of Teacher In-Service Education Materials. Washington D.C.: National Education Association, 1977. 8p. Available ERIC. ED 166 187.

The teacher education learning module described here focusses on interpersonal relationships. The objective is to increase teacher competency in self-awareness, self-assessment and

introspection, and the ability to become meaningfully involved in interpersonal and organizational relationships. The program is comprised of a series of personal inventories, seminars, games and other activities.

413. King, Ina. How do I look as a teacher? Teacher 92:9:45-7 May-Je'75.

This article provides teachers with a system for measuring their interaction with their students.

414. Lambert, Morgan Dale. A functional model for staff development in an AB 65 school. California Journal of Teacher Education 4:4:47-68 Jan'78.

A plan for improving the performance and quality of a school staff begins with the individual teacher's self-assessment and broadens to include small groups, schools, teacher centres, districts, consortia, and ultimately, regional support systems.

*415. Lawson, Anton E., and others. How's your I.Q. (Inquiry Quotient): an instrument to measure inquiry teaching in the science classroom. School Science and Mathematics 76:2:139-151 Feb'76.

This article explains a teacher self-evaluation instrument designed to measure inquiry teaching. It recommends that a lesson be videotaped after which the educator scores the presentation on the criteria of lesson content, student behaviour, teacher behaviour, and questioning techniques.

416. Lebel, Marc, et al. Instrument d'auto-évaluation. Secteur des cégeps. Audio-visuel. Montréal: Fédération des cégeps, 1977.

417. McAfee, David T. Evaluation of the teacher: do teachers and supervisors agree? High School Journal 58:8:336-42 May'75.

Selected teachers were asked to evaluate themselves and their performance in relation to an inventory of some 51 selected items designed to measure teacher performance and personal characteristics.

*418. McLemore, William P. Teacher-student interaction and discipline. Clearing House 51:9:460-62 My'78.

This article examines the interaction between the teacher and the student who is a discipline problem. It also describes how a teacher can determine if he is contributing to classroom discipline problems by his teacher-learner interaction.

**419. Mellor, Warren L. School Reviews and the Process of Self-Evaluation in Victorian Secondary Schools. Paper presented at the National Conference of the Australian Council for Educational Administration, Brisbane, 1977. 19p. Available ERIC. ED 146 671.

An essential part of the school review process is self-evaluation, which is fundamental to individual and organizational health and growth. Self-evaluation is

important both as an exercise in professional growth for schools and individuals, and as an exercise in professional and public accountability. The decision to engage in self-evaluation can not be imposed. The principal must create the climate where his staff can see such activities as beneficial and professionally rewarding. Self-evaluation shares the main elements of any evaluation program, including: (1) identifying needs and objectives; (2) specifying achievement criteria and performance standards; (3) measuring results against the pre-determined criteria; (4) feeding back results to the participants; and (5) reappraising needs and objectives.

**420. Models of Teaching. Description of Teacher Inservice Education Materials. Washington, D.C.: National Education Association, Project on Utilization of Inservice Education R & D Outcomes, 1978. 8p. Available ERIC. ED 167 557.

The teacher program described here provides a framework in which teachers may identify and understand their own theories and styles of teaching and may become familiar and competent with a variety of teaching strategies. The seven models studied are: concept formation, concept attainment, role playing, inquiry training, synectics simulation, and the jurisprudential model. This descriptive report provides information on the purposes and content of the program and materials as well as activities and resources involved. A critique, history of development, and ordering information are also included.

*421. Moritz, William, and JoAnne Martin-Reynolds. Split-screen videotaping: the genie in the bottle. Educational Leadership 37:5:396-99 Feb'80.

Videotaping has become an accepted procedure for assessing teacher performance and providing feedback for self-analysis. Split-screen videotaping takes the process one step further.

422. Morris, Jeanne B. An analysis of the perceived behaviours of early childhood education teachers on selected characteristics. Illinois School Research and Development 14:2:65-72 Wtr'78.

This article addresses two questions: (1) Is the perceived role expectancy behaviour of teachers consistent with that of actual classroom behaviours on selected teacher personality characteristics? (2) Is there a difference in the behaviour based on teacher self-ranking of selected teacher personality characteristics?

423. Narang, H.L. Self-evaluation of a reading lesson for reading teachers. Elementary English 52:3:338-9 Mar'75.

424. Nash, Katherine. Looking at yourself. Teacher 93:5:48-49 Jan'76.

This article presents a detailed set of guidelines to help individual teachers or groups of professionals identify those things that can help them either change their direction or revitalize their present work situation.

*425. Newfield, John. Accuracy of teacher reports: reports and observations of specific classroom behaviours. Journal of Educational Research 74:2:78-82 Nov-Dec'80.

Contrary to conclusions made from previous research findings, teachers can accurately report their own behaviours under certain conditions. Continued research into conditions that influence accuracy in teacher self-reports is needed.

*426. Ontario Public School Men Teachers' Federation. Teacher Self-Evaluation. Toronto: OPSMTF, 1979. var. paging.

This resource package was prepared by the Positions of Added Responsibility (PAR) Committee in an effort to provide classroom teachers and those in positions of added responsibility with a comprehensive set of self-evalution approaches for personal and professional growth purposes. The materials contained have been solicited from various jurisdictions across North America. Nine different sets of self-evaluation forms are included.

*427. OSSTF develops self-evaluation model. Federation Update 7:3:2 Sept 17'79.

Forty-one teachers were trained by the Federation to offer workshops on clinical supervision leading to effective self-improvement.

**428. Papalia, Anthony. Inventory on Teaching Styles: A Self-Profile for Self-Analysis. Practical Ideas for FL Teaching: Teachers' Interviews. New York, N.Y.: New York State Association of Foreign Language Teachers, 1978. 10p. Available ERIC. ED 166 988.

An inventory of teaching styles and strategies developed by foreign language teachers is presented as a method to aid in self-analysis, the identification of teachers' beliefs on language teaching and the discovery of the assumptions that teachers make on how students learn.

429. Penney, Margaret. Self-evaluation for Teaching Improvement. M.A. thesis, McGill University, 1977. 77p.

Student and self-evaluation data were gathered for seventeen college instructors who were engaged in on-going consultation with a pedagogical counsellor to investigate the use of teacher self-evaluation as a diagnostic technique for instructional improvement. Initial analysis of the results revealed very little agreement between the instructional problems identified by instructors through self-evaluation and those identified by their students, causing some skepticism about the usefulness of self-evaluation.

430. Perrone, Vito. Documenting teaching and learning. Social Policy 8:2:45-51 Sep-Oct'77.

This article discusses the ongoing evaluation of classroom activities, program content, and teaching methods, through a process referred to by the author as "documentation". Among

items which may be collected as part of this process are materials produced by individual children, anecdotal notes, goal statements, and teacher journals. The author demonstrates how this process enhances teacher growth.

431. Perrone, Vito. Supporting teacher growth. Childhood Education 54:6:298-302 Apr/My'78.

Presents a rationale for staff development based on encouraging teachers to be more reflective about their teaching and describes some practical examples of teacher reflectivity.

**432. Professional Teacher Education Module Series. Evaluate Your Instructional Effectiveness, Module D-6 of Category D -- Instructional Evaluation. Columbus, Ohio: Ohio State University, National Center for Research in Vocational Education, 1977. 34p. Available ERIC. ED 149 099.

This last in a series of 6 learning modules on instructional evaluation is designed to help secondary and post-secondary vocational teachers identify the sources and techniques needed to plan a method of teacher evaluation which is logical, usable, and capable of improving teaching performance on a continuing basis. The terminal objective for the module is to evaluate instructional effectiveness in an actual school situation.

**433. Protocol Modules on Teacher Strategies to Improve Pupil Self-Concept. Description of Teacher In-Service Education Materials. Washington, D.C.: National Education Association, 1977. 8p. Available ERIC. ED 166 185.

The teacher program described here seeks to widen a teacher's awareness of the effect of his/her actions and manner. The protocol module addresses the understanding of basic teaching concepts and the relation of these concepts to specific teacher behaviour. Teacher awareness of anger, reinforcement, negative judgement, prompting and praise is emphasized. Information is provided here on the purposes and content of the module as well as activities, resources, and history of development.

**434. Redwine, Judith A. Planning Professional Growth Together. 1978. 15p. Available ERIC. ED 185 002.

An alternative to traditional teacher evaluation is offered through the development of an objectives-oriented growth plan for classroom teachers. Responsibility for establishing the growth plan is placed with the individual teacher, who is required to specify personal goals and objectives, and to design, carry out, and evaluate the program annually. This manual provides an outline for the use of the teacher in the implementation of this type of improvement program. Sample goals and objectives are proposed for consideration and a format is provided for developing realistic sets of objectives and for evaluating personal and professional progress.

435. Redwine, Judith A., and others. Self-studies of teaching; am I doing what I meant to do? Lifelong Learning: The Adult Years 4:4:18-19 Dec'80.

The authors outline a process model of self-studies of teaching and examine the use of audiotapes, one of several self-evaluation methods.

*436. Richardson, Edward T. My thoughts: a self-evaluation instrument. NASSP Bulletin 59:395:7-17 Dec'75.

Assisting teachers to identify their strengths and weaknesses is a continual challenge, remarks this principal, who with his staff confronted the situation by developing a self-evaluation instrument for his school. The author invites inquiries from readers about this project which he and his teachers feel has been successful.

*437. Riley, Roberta D., and Eugene C. Schaffer. Self-certification: accounting to oneself. Journal of Teacher Education 30:2:23-26 Mar-Apr'79.

A model of teaching qualities is presented to provide teachers with a self-check aimed at improving their effectiveness. The activities and suggestions offered are designed to increase awareness of skills and characteristics of effective teachers.

**438. Rosner, Frieda C. Self-Analysis: The Promise of Inservice Education Research. Paper presented at a National Council of States on Inservice Education Conference, Hollywood, Fl., 1979. 22p. Available ERIC. ED 194 509.

Self-evaluation may be one feasible approach to current staff development needs in the teaching profession. Some form of feedback is needed, such as cassettes, tapes, and the help of a teacher leader. Teacher educators, teachers, administrators, professional organizations, and state department representatives are encouraged to use educational research to support a viable inservice program linked to desired outcomes in pupils and teachers.

*439. Rothberg, Robert A. Helping teachers improve their teaching. Clearing House 53:2:102-03 Oct'79.

Improvement of teaching performance can be accomplished within the teacher evaluation process if the approach is positive and non-threatening, with considerable emphasis on peer- and self-evaluation.

**440. Russell, Thomas L. Applying Philosophical Analysis to Science Teaching: Strategies For In-service Work With Teachers. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Cincinnati, 1977. 19p. Available ERIC. ED 139 612.

This study sought to identify and elaborate significant strategic elements in the process of assisting science teachers in the application of philosophical analysis to their teaching, and in the modification of their teaching

according to the results of analysis. The basic data for the study were tape recordings of classroom lessons and of teachers' deliberations in the analysis of teaching and the design and evaluation of alternative teaching strategies. Analyses of the data confirmed that teachers were willing to examine their methods of teaching, in a nonevaluative setting. Discussions of how the teachers reacted to analysis of their teaching and how they used these analyses to alter their teaching are given.

*441. Savary, Claude. Un programme d'auto-évaluation qui dure. Education Québec 9:1:28-9 sept-oct. 1978.

La commission scolaire régionale des Vieilles Forges, adoptait une résolution autorisant la formation d'un comité chargé de procéder à l'auto-évaluation de chacun des services. A partir du vaste mandat de procéder à l'auto-évaluation du fonctionnement administratif et pédagogique de la commission scolaire, on détermine concrètement les tâches du comité directeur.

442. Scheyer, Patricia T., and Robert E. Stake. A program's self-evaluation portfolio. Studies in Educational Evaluation 2:1:37-40 Spr'76.

The portfolio approach to self-evaluation is possible with limited staff time or funds. Evaluators collect a variety of documents and records that describe the goals, perceptions and values involved in the program. The portfolio items should represent key issues and precipitate useful discussions.

443. Silver, H.F., and J.R. Hanson. Teacher Self Assessment: Dealing with Diversity. New York: Trillium Press, 1980.

444. Sullivan, William A., and H. Wayne Dickison. Self-directed evaluation. Independent School 36:1:41-42 Oct'76.

Successful teacher evaluation requires a set of attitudes and skills that can be learned. A four step self-development process for teacher improvement is described.

**445. Surface, Susan (ed.), and others. A Guide to Cooperative Appraisal: Improving Instruction Through Personnel Evaluation. Missoula, Montana: Montana University, Division of Educational Research and Services, 1975. 85p. Available ERIC. ED 178 818.

This guide presents a cooperative appraisal plan for evaluating educators, and thereby improving instruction. The plan is based on identifying specific job targets as a way to meet the needs of the educators and their students. Educators on every level would work to describe their job responsibilities, pinpoint areas that need improvement, design a program of goals/activities to improve these areas and, finally, to analyze and discuss these areas after the program has been carried out. The plan is geographically specific, but can serve as a model for other school districts.

*446. Swanson, Ronald G., and William S. Smith. Educational theory and classroom behaviour. Clearing House 52:8:368-72 Apr'79.

Described are two instruments used in a workshop designed to help teachers clarify their own beliefs about education and to shape their classroom behaviour accordingly. The student-content inventory concerns styles of student-teacher interaction and the educational theory inventory correlates the respondent's beliefs to major educational theories.

447. Teacher evaluation a private matter. (Self-evaluation in South Okanagan School District). Education B.C. 5:6:2 Sept-Oct'77.

448. Teacher's counsellor. Instructor 86:3:29,31 Nov'76.

This article describes how a fourth grade teacher learned to evaluate and improve her performance as a teacher.

*449. Teeter, Ruskin. Are teachers ready for the open classroom? Clearing House 48:9:552-54 May'74.

The open classroom or, for that matter, the alternative school is not for all students or for all teachers. For those who may be considering venturing into this form of educational experience, the author provides a basis for assessing personal suitability for such teaching.

450. Telatnik, Mary Anne. The intensive journal as a self-evaluation instrument for the ESL teacher. TESL Talk 10:1&2:160-168 Wtr/Spr'79.

451. von Eschenbach, John F. Effects of a collaborative in-service model on middle school teachers' perceptions of their professional competence. High School Journal 64:1:8-12 Oct'80.

Twenty-one rural middle school teachers participated in planning an inservice program based on their own needs and strengths. Before and after the experience, participants rated themselves on their competence at 24 teaching functions. Perceived competence in 20 of these functions increased significantly. The list of 24 skills is included.

452. Walker, Joseph James. Gifted teacher, know thyself. North Carolina Association for the Gifted and Talented Quarterly Journal 2:1:34-39 Wtr'76.

453. Wilson, Gary. Evaluating yourself as a coach. Physical Educator 34:4:192-3 Dec'77.

A list of 25 behaviours is offered to aid in athletic coach self-evaluation.

454. Winter, R. An attempt at self-evaluation research in a faculty of education. Journal of Curriculum Studies 12:3:266-69 Jy-Sept'80.

Information is presented in the form of technique, definition, and strategy, on how teachers can investigate their own professional practice. Topics discussed include innovation, evaluation, objectives, research as communication, a research community, research and institutional practice, and workshops on teaching practice.

C. STUDENT EVALUATION OF TEACHERS

*455. Argulewicz, Ed N., and Timothy O. O'Keeffe. An investigation of signed vs. anonymously completed ratings of high school student teachers. Educational Research Quarterly 3:3:39-44 Fall'78.

Differences between signed and anonymous student evaluations of high school student teachers were investigated. Signed evaluations produced higher ratings.

**456. Benedict, Richard R. The Kotter Key (to Educating Disadvantaged Students). 1979. 6p. Available ERIC. ED 177 109.

Teaching styles most effective in dealing with educationally disadvantaged students were analyzed. These students were identified in a secondary school and given a questionnaire to determine the teacher they considered contributed the most and the least to their education. The teaching styles of the selected teachers were examined. It was found that teachers selected as most effective had attitudes of caring and consideration for students and managed their classrooms in a comparatively relaxed and low-structured way.

*457. Biggs, John, and Pran Chopra. Pupil evaluation of teachers. Australian Journal of Education 23:1:45-57 Mar'79.

This investigation is concerned with (a) constructing a pupil evaluation of teachers (PET) scale, for use in grades 7-11, incorporating certain areas of teaching behaviour and affective pupil responses to teachers; and (b) using the scale as a source of feedback to both regular and student teachers.

458. Blass, Thomas. What do positive correlations between student grades and teacher evaluations mean? Teaching of Psychology 7:3:186-87 Oct'80.

The author discusses various studies, including his own, of correlations between student grades and positive teacher evaluation. A possibility of distortion is noted.

459. Brunet, Richard. L'insatisfaction des étudiants face à leur professeur: validité convergente et discriminatoire de trois mesures d'insatisfaction. Montréal: INRS-Éducation, 1974. 29p.

*460. Bush, Andrew J., and others. An empirical investigation of teacher clarity. Journal of Teacher Education 28:2:53-58 Mar/Apr'77.

The construct of teacher clarity was investigated and defined in terms of observable teacher behaviours.

**461. Bush, Andrew J., and others. An Empirical Investigation of Teacher Clarity. Paper presented at Annual Meeting of American Educational Research Association, New York, 1977. 20p. Available ERIC. ED 137 234.

In an attempt to investigate and define the "clarity of presentation" complex of teacher behaviours, four instruments consisting of selected low inference behaviours were

administered to four groups of ninth grade students for rating the behaviours of their most clear and least clear teachers. The resulting data suggests that teacher clarity consists of a general dimension involving explaining the concepts in an understandable manner, at an appropriate pace, and using examples and illustrations in presenting material. Practical implications appear in several areas.

462. Buss, Terry D. Student evaluation for curriculum and teacher development. Vocational Aspects of Education (Br.) 28:19-23 Apr'76.

*463. Cangemi, Joseph P. How culturally different, gifted, and creative students perceive their teachers. Clearing House 52:9:419-20 May'79.

Six highly gifted and creative students, ages 12-17, from lower socio-economic homes responded to an open-ended questionnaire about teacher behaviours and qualities they liked and disliked. Students liked teachers who were positive creative, respectful, sincere, knowledgeable, flexible, stable, and warm, and disliked teachers who had opposite characteristics.

*464. Comer, John C. The influence of mood on student evaluations of teaching. Journal of Educational Research 73:4:229-32 Mar-Apr'80.

Student mood proved to have little effect on teacher evaluations.

465. Cooke, Barry F.H. Pupils can help the teacher. Curriculum Inquiries 7:4:349-53 Wtr'77.

This article describes a project that trained twenty-seven grade six students in techniques of observation and communication and then involved them in the evaluation of a student teacher.

466. Cormier, Roger A. La relation entre l'évaluation de l'enseignement par les étudiants et leur rendement académique individuel ou collectif: un dépouillement des écrits. Montréal: INRS-Éducation, 1974. 18p.

467. Cornwell, J.B. In your next class, try this alternative to happiness sheets. Training 15:5:52-54 May'78.

This article presents a learner feedback form that identifies specific strengths and weaknesses in an instructor's classroom techniques, and discusses the development of the form (which involved a task analysis of classroom presentation). It also explains how learners use the instrument and score interpretation.

*468. Denton, Jon J., and others. Pupil perceptions of a student teacher's competence. Journal of Educational Research 70:4:180-85 Mar-Apr'77.

This paper presents the results of a year-long effort to develop an instrument designed to sample perceptions from secondary-level pupils on a student teacher's classroom performance.

**469. Drozda, Margaret Burd, and Dorothy I. Seaberg. Pupil Perceptions: Mirrors for Growth in Teaching. Paper presented at the Annual Convention of the Association of Teacher Educators, Orlando, Florida, 1979. 11p. Available ERIC. ED 166 177.

An instrument for determining pupil perceptions of teacher behaviours is described. The inventory asked pupils to respond to statements reflecting teacher behaviour in four major aspects of teaching: relating to pupils; mediating the learning process; diagnosing and evaluating; and managing and structuring the learning environment. As a parallel activity, the teacher responds to the same items. This allows the teacher to tally student responses and identify those items where there was confusion between student responses and teacher responses. This perception inventory was used as a pivot for developing an in-service program for the improvement of teaching. The rationale for this program is that pupil perceptions, at any grade level, are relevant sources of information for the teacher interested in self-assessment and performance improvement.

470. Eash, Maurice J., and others. Evaluating teacher behaviour from student perceptions. Studies in Educational Evaluation 6:3:293-9 1980.

Traditionally, research into the effects of teacher behaviour on learning outcomes has involved direct observational techniques. This paper departs from tradition and describes the initial development and use of a new instrument measuring student perceptions of numerous key teaching behaviours.

*471. Eastridge, Harry E. Student evaluation and teacher performance. NASSP Bulletin 60:401:48-54 Sept'76.

Can evaluation of teachers by students be effective? The author, who reviewed much of the research on the subject, describes the findings, points out similarities and differences, and concludes that student evaluations may serve as a valuable adjunct to improving instruction.

472. Flatley, Marie E. Do better teachers have better interpersonal skills. Business Education Forum 35:1:11-12 Oct'80.

A study of students in a high school office education course showed that improving teachers' interpersonal skills does not necessarily result in more effective teaching. Students who rated their teachers the highest in interpersonal relations were in turn rated the lowest in job performance by their employers.

**473. Ford, Richard. Third Party Teacher Evaluation: A Collaborative Design for Instructional Leadership. Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development, New Orleans, 1975. 11p. Available ERIC. ED 120 129.

Administrators' classroom observation of teachers makes most teachers angry or fearful. An insufficiently used alternative method of obtaining a valid analysis of a teacher's abilities is to get objective information from the students themselves.

This can best be done by a third pary interviewer who is not in a position of authority over either the teacher or the students. This person can randomly select approximately five students for an interview session of about one hour. He/she might first ask the students to share things they appreciate about the teacher, then ask them to cite problem areas. A general discussion should follow in which the teacher takes part. Three weeks later a second interview should be held with another group of randomly selected students. Often it is found that either the students or the teacher have subtly changed their behaviour in the intervening weeks. The best way to wrap up the process is for the interviewer and teacher to meet a third time without students and for them to document what happened during the process. This kind of teacher evaluation fosters student involvement and trust in their own education, and is likely to win their respect because it offers the opportunity to improve their own conditions as involuntary recipients of teaching.

474. Gagné, Francoys. Questionnaire PERPE supérieur: manuel de l'utilisateur. Montréal: Les Presses de l'Université du Québec, 1976. 70p.

475. Gagné, Francoys. Questionnaire PERPE supérieur: manuel technique. Montréal: Institut national de recherche scientifique - Éducation, 1977. 225p.

PERPE veut dire: Perception étudiante de la relation professeur-étudiant. Le questionnaire PERPE est une évaluation du professeur faite par des étudiants du niveau collégial dans le but d'améliorer les relations entre professeurs et étudiants.

476. Gagné, Francoys. Statistiques générales du questionnaire PERPE supérieur. Montréal: INRS-Éducation, 1977. 213p.

477. Galloway, Charles M., and Truman Whitfield. Hey, did you "really" hear that kid? Instructor 86:2:84-85 Oct'76.

Suggestions are provided for developing effective communication between students and their teachers. Three hundred and fifty elementary students responded on how well they thought their teachers listened to their story-telling.

478. Gardner, P.L., and S.M. Taylor. A transmission-interpretation scale. British Journal of Educational Psychology 50:2:186-87 Jun'80.

Transmission-interpretation (T-I) has been conceptualized as an important dimension of teacher verbal behaviour. This study measured teacher T-I through a Likert scale completed by students. The T-I scale co-related 0.83 with the Student Perception of Teacher Style scale, measuring teacher directness.

*479. Goebel, Barbara L., and Valjean M. Kashen. Age, sex and attractiveness as factors in student ratings of teachers: A developmental study. Journal of Educational Psychology 71:5:646-53 Oct'79.

Students rated photographs of teachers on 7 factors of teacher performance. Across all developmental levels and all factors, ratings of unattractive teachers were lower. At all developmental levels, older teachers received lower ratings than younger teachers. Sex of teacher was a more influential factor at grades 11 and 13.

**480. Halbert, Susan J. Student Evaluation of Teachers and Administrators. Eugene, Ore.: Oregon School Study Council, 1975. 33p. Available ERIC. ED 106 927.

In mid-1973, the Educational Research Service found that nearly one out of four districts surveyed had some form of student evaluation of teachers. Research indicates that informational feedback from students is an effective means of influencing teacher behaviour -- sometimes more effective than supervisory feedback.

*481. Hancock, Charles R. How to win students and keep them: research tools. Canadian Modern Language Review 34:4:712-17 Mar'78.

Questionnaires are presented which ask the student to check characteristics of the teacher which moti[illegible]e them to study a foreign language, ways they would like the teacher to act in class, and parts of their day they would like to change. The objective is to increase systematic dialogue between students and teachers.

482. Hart, James, and Jackie Driver. Teacher evaluation as a function of student and instructor personality. Teaching of Psychology 5:4:198-200 Dec'78.

This study indicates that certain personality characteristics are associated with higher instructor-student evaluations. Generally, an extraverted teacher receives higher ratings in many content areas. There was no support for the prediction that the student evaluation of an instructor would be more positive if the personalities of both were similiar.

*483. Hogg, James H., and William W. Willen. Evaluating teachers' questions: a new dimension in students' assessment of instruction. Phi Delta Kappan 58:3:281-282 Nov'76.

Students can be a practical and reliable source of feedback on teachers' performances, for they observe the teacher in action many hours per week. As observers, they provide a large sample, thereby reducing individual biases and increasing reliability. Suggestions are presented for the development of a successful instructional assessment instrument which could be used by students.

**484. Irilli, Joseph P., and others. Students' Expectations: Ratings of Teacher Performance as Biased by Teachers' Physical Attractiveness. Paper presented at the Annual Meeting of the

American Educational Research Association, Toronto, 1978. 17p. Available ERIC. ED 155 216.

A twenty-one item questionnaire was designed to determine the effects of teachers' sex, age and physical attractiveness on primary students' expectations of teacher performance. The questionnaire, administered to 144 third grade students, included photographs of male and female teachers who varied in age and physical attractiveness. Attractive teachers, especially those who were young, were rated as superior teachers to those who were unattractive. Students also felt that attractive teachers would be more fun, more interesting, more comfortable to be with, and more willing to play games with them.

**485 Jamieson, Judith L., and Douglas M. Brooks. Pupil Perceptions of Teacher Presage and Process Variables and Their Relationship to Pupil Perceptions of Instructional Effectiveness. Paper presented at the Annual Meeting of the Southwest Educational Research Association, San Antonio, Texas, 1980. 9p. Available ERIC. ED 183 554.

529 science students, were queried in order to obtain ratings of fifteen teacher presage characteristics and nine process variables. The results of the study suggest that high-ability students may place a greater value on teachers' subject area training, while low-ability students may place the emphasis on the teachers' ability to develop rapport with students.

486. Johnson, Marjorie Seddon. I think my teacher is a.... Learning 4:6:36-38 Feb'76.

A sampling of student views (K-12) of teacher effectiveness in the classroom.

**487. Kepler, Karen B. Descriptive Feedback; Increasing Teacher Awareness, Adapting Research Techniques. Paper presented at the Annual Meeting of the American Educational Research Association, New York, 1977. 20p. Available ERIC. ED 139 738.

This study investigated the ability of middle school teachers to use descriptive feedback from their students in changing their teaching behaviour. One homeroom group of twenty-five students was observed in interaction with 9 teachers of math, English, social studies and science over a one-year period to elicit both quantitative and qualitative data. In mid-January teachers were given descriptive information based upon the observation data including information about pupil attention rates, the quantity of teacher-initiated interaction, student-initiated interaction, disciplinary comments, praise, criticism, and extended interaction. General teacher reaction to this type of nonevaluative, descriptive feedback was extremely receptive, though each teacher's reaction and behaviour change during the second semester was different. Teachers expressed a desire for more frequent feedback and seemed eager to establish a dialogue with the observer-researcher. The observation-feedback method used was viewed as generally useful for improving the ability of teachers to improve classroom life.

488. Kruickshank, Donald R., and others. Clear teaching: What is it? British Journal of Teacher Education 5:1:27-33 Jan'79.

Three studies attempting to define teacher clarity are described. In each case students are asked to rate teacher behaviours in terms of clear or unclear behaviours. The results of each study indicate categories of characteristics of teacher clarity.

*489. Kult, Lawrence E. Using teacher evaluations by students. Clearing House 49:1:11-13 Sept'75.

This article attempts to offer a basic guide for implementing the concept of student evaluation of teachers.

490. Lapan, Stephen D. Using student feedback to improve classroom teaching: the teacher credibility questionnaire as one approach. Illinois School Research and Development 14:1:13-18 Feb'77.

The Teacher Credibility Questionnaire (TCQ) was developed using available research, field testing and statistical procedures to ensure its trustability for use by teachers. It provides teachers with a basis for estimating how credible they are in the eyes of students and discusses five areas of credibility having the most importance regarding student perceptions of teachers.

491. Masters, James R. High school student ratings of teachers and teaching methods. Journal of Educational Research 72:4:219-24 Mar-Apr'79.

This study examines the "Student Observation of Teachers and Teaching Techniques" (StOTT) Instrument. Results did not support use of the StOTT by administrators as a teacher evaluation device.

**492. Masters, James R. Improving Instruction Through Student Observation of Teaching Methods. Harrisburg, Pennsylvania: Pennsylvania State Department of Education, 1977. 44p. Available ERIC. ED 146 136.

This study was undertaken to examine the reliability and validity of a student-designed instrument developed to provide feedback to high school teachers on student perception of teacher performance. The questionnaire contains twenty-nine positive statements concerning a teachers' classroom behaviour, with a five-point scale provided for student responses. The major conclusion of the study was that, while the instrument should not be used to evaluate or compare high school teachers, it is a valuable tool for teachers to use in their own classrooms.

*493. Mattimoe, E.J. "Nothing was real bad." NASSP Bulletin 60:399:109-11 Apr'76.

Although a student critique can be a hard pill to swallow, it can also offer valuable insights into course structure and teaching methods. This article describes a principal's personal experience with students' evaluations.

*494. McKeachie, W.J. Using student ratings and consultation to improve instruction. British Journal of Educational Psychology 50:2:168-174 Je'80.

The effect upon teaching of feedback from student ratings was compared with the effect produced when such feedback was supplemented by consultation from a more experienced teacher. Consultation enhanced the positive effect of the feedback in terms of later student ratings. The effect upon student achievement in the classes of the teachers involved tended to be positive but not consistent across courses.

*495. Meighan, Roland. A pupil's eye view of teaching performance. Educational Review 30:2:125-37 Jun'78.

From research into the reliability and validity of pupils' perceptions of teaching performance, the answers of pupils to sixteen questions are recorded. The questions and the pupils' comments sample the areas of preparation of lessons, presentation, attitudes to pupils and general class management. In the majority of cases the comments of pupils can be interpreted as helpful, sympathetic, and constructive.

*496. Milgram, Roberta M. Perception of teacher behaviour in gifted and non-gifted children. Journal of Educational Psychology 71:1:125-8 Feb'79.

Gifted and non-gifted children in grades 4-6 judge the importance of intelligence, creativity, and personal-social characteristics in teachers' classroom behaviour. All children, regardless of intelligence, creativity, sex or age, valued the intelligence domain of teacher behaviour much more than the other two.

497. Morrow, James R., Jr. Some statistics regarding the reliability and validity of student ratings of teachers. Research Quarterly 48:2:372-75 May'77.

Reliability estimates support the use of teacher evaluation forms, while validity coefficients do not, thus indicating that the use of responses to teacher evaluation forms in making decisions is ill-advised.

498. Myres, John W. Teacher evaluation -- by pupils. California School Boards, 37:3:12-13 Apr'78.

**499. Nadeau, Gilles G. Validity of Student Ratings of Instruction: Validity for What Purpose and What Kind. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, 1975. 16p. Available ERIC. ED 110 484.

Four statements formulated after an extensive literature review on student ratings of instruction are proposed: (1) We must remember the basic definition of validity; (2) We must clarify what it is that a particular teacher is trying to do in a given classroom; (3) We must be clear about

defining what we want to obtain from student ratings; and (4) We must make a greater effort to measure student performance as a result of or in spite of what the teacher intended to do and what actually was done. A taxonomy of kinds of validity is presented. The identification of validity for a particular purpose, situation and group is discussed. The need for more sophisticated analysis of student rating data is pointed out.

500. Paisey, Alan. What makes teachers effective? Comprehensive Education 35:23-24 Wtr'76-77.

501. Pambookian, Hagop S. Discrepancy between instructor and student evaluation of instruction: effect on instructor. Instructional Science 5:1:63-76 Jan'76.

*502. Patrick, Opal L. Ethnic students' perception of effective teachers. Educational Research Quarterly 3:2:67-73 Sum'78.

The Edwards Personal Preference Schedule was used to assess the personality variables of teachers named as effective by a sample of heterosexual, heterogeneous Black, Chicano, Indian, Asian, and White high school students. Specific attributes of effective teachers were identified. These included intraception, change, dominance, nurturance, and affiliation.

**503. Peck, Robert F., and others. Student Evaluation of Teaching: A Multivariate Validation Study. Paper presented at the Annual Meeting of the American Psychological Association, Toronto, Ontario, 1978. 11p. Available ERIC. ED 169 128.

Student Evaluation of Teaching (SET), a six-scale questionnaire is described.

**504. Peck, Robert, and others. Teacher Characteristics That Influence Student Evaluations. 1978. 19p. Available ERIC. ED 189 058.

The relationship between teacher personality traits and student evaluation of teacher performance was studied. Fifty-three teachers from four elementary schools were rated by their sixth grade classes. The evaluating instrument was administered six weeks into the school year and again at the end of the year. Ratings were also provided by experienced observers and the teachers' self-evaluation. Comparisons between the three sets of evaluations were made and included consideration of changes in teacher behaviours resulting from feedback from students.

*505. Peng, Samuel S., and Elizabeth A. Ashburn. Teacher affect in relation to pupil achievement. Journal of Teacher Education 29:4:76-79 Jul-Aug'78.

Positive teacher affect as measured by student reports, was not found to be positively related to achievement. There was a significant inverse relationship among low socio-economic status students

506. Pierre, Paul. Questionnaire PERPE secondaire: guide de l'utilisateur. Montréal (Qué.): Les Presses de l'Université du Québec, 1977. 29p.

Le questionnaire PERPE est une évaluation du professeur faite par des étudiants du niveau secondaire dans le but d'améliorer les relations entre professeurs et étudiants. PERPE veut dire: Perception étudiante de la relation professeur-étudiant.

507. Pierre, Paul et Yvan Grand Maison. Le maître, tel qu'il est, tel qu'il devait être. Chambly: Commission scolaire regionale de Chambly, 1974. 50p.

Résumé d'une étude de trois ans au sujet de l'évaluation des élèves de leurs professeurs.

*508. Powell, William L. What do students think of your class? Today's Education 69:3:78-80,85 Sept-Oct'80.

Besides helping teachers know their strengths and weaknesses in absolute privacy, student evaluations can open up communication and trust between the student and the teacher. Ways to elicit student evaluation of the teacher are discussed.

509. Renaud, Micheline. Impact pédagogique du feedback étudiant: revue de la littérature. Montréal: Institut national de recherche scientifique - Éducation, 1975. 76p.

510. Robinson, Edward Hamilton. Students' Perceptions of Teachers' Abilities to Provide Certain Facilitative Conditions and Their Relationship to Language Arts Achievement Gains. Ph.D. thesis, Duke University, 1976. 75p. ED 140 295. Not available ERIC.

This study sought to determine whether students who perceive their teachers as more effectively providing facilitative conditions (warmth, empathy, genuineness, and concreteness) achieved greater language arts gains then did students who perceive their teachers as being less facilitative. A statistically significant difference was found in language arts gain between students who, as a class, perceived their teachers as providing high levels of the facilitative conditions and those students who perceived their teachers as providing low levels. This difference favoured students of teachers who provided high levels. Differences in language arts achievement gain for individuals regardless of class assignment were not significant, although they were also in the predicted direction.

**511 Sizemore, Robert W. A Comparison of the Perceptions of the Characteristics of Teachers by Black and White Secondary School Students in an Urban School District. 1979. 20p. Available ERIC. ED 174 729.

Teachers may fail with junior high school age and black students because these groups differ from their senior high school age and white counterparts in their perceptions of which teacher behaviours are important. In an experiment to

test this hypothesis, twenty specific behaviours most frequently perceived as important were identified. Eighteen of these differed significantly by race or grade level. However, in terms of rank order listings, four of the top five behaviours for each group were identical: (1) ability or willingness to adequately explain materials; (2) ability to present material interestingly; (3) willingness to help students with work; (4) caring attitude.

512. Sizemore, Robert W. Do Black and White students look for the same characteristics in teachers? Journal of Negro Education 50:1:48-53 Wtr'81.

This article reports on a research study of the different perceptions of teacher effectiveness of Black and White students in junior and senior high schools.

**513. Smith, Janice P., and T.J. Brown. Relationships Among Secondary Students' Evaluations of Their Courses and Teachers and Their General Attitude Towards School. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, 1976. 39. Available ERIC. ED 129 867. Microfiche only.

To explore the potential relationships among general attitude towards school, evaluative ratings of courses and instructors, and selected respondent characteristics, an attitude inventory, and a course and instructor rating scale, with items which emphasized the nature of student-teacher interaction and level of course difficulty, were administered to 436 students in grades seven through twelve. Significant correlations suggest the need to adjust teacher rating results to account for student attitude, opinions about course difficulty and other dispositional variables.

514. Statistiques générales du test PERPE Montréal: Institut national de recherche scientifique - Éducation, 1974. 289p.

PERPE veut dire: Perception étudiante de la relation professeur-étudiant.

515. Sutherland, Mary S. Teacher Effectiveness in Health Education. 1978. 8p. Available ERIC. ED 169 047.

An analysis of students' reactions to health instruction revealed that the teacher's attitude and way of interacting with individuals had the greatest impact upon student achievement.

516. Tacke, Gero, and Manfred Hofer. Behavioural changes in teachers as a function of student feedback: A case for the achievement motivation theory? Journal of School Psychology 17:2:172-80 Sum'79.

A field experiment tested whether teachers change their behaviour when they receive student ratings as feedback on their own behaviour and on the behaviour of a fictitious ideal teacher (from the students' perspective). It was concluded that effectiveness of feedback on behavioural changes in teachers is not especially high.

*517. Thompson, Barbara L. Secondary school pupils' attitudes to school and teachers. Educational Research 18:1:62-66 Nov'75.

This article examines how pupils feel about school and teachers in an attempt to discover the appropriate directions of educational change.

518. Traugh, Cecelia E., and Orpha K. Duell. Secondary students' attitudes toward, and experience with, evaluating teachers. High School Journal 64:3:97-107 Dec'80.

A total of 474 students (grades 8-12) responded to a questionnaire about their experiences with evaluating teachers, how they make their ratings, and their opinions (on a semantic differential scale) of teacher evaluations. Responses are discussed item by item. Overall results indicate positive student attitudes.

519. Venturini, Joseph L. What high school students expect of their teachers. Kappa Delta Pi Record 12:3:75-76 Feb'76.

In this very limited sample, the author gathers some interesting, perhaps some unexpected, views of high school students.

**520. Verhoeven, Ad. F.M. The Assessment of Teacher Effectiveness by the Pupils. Paper presented at the International Association for Educational Assessment, Baden, Austria, 1978. 10p. Available ERIC. ED 166 190.

A research program to investigate interactions of instruction styles and learner characteristics related to learning results in junior high schools is described. Data was gathered both by observation of the teacher in the classroom and by responses of pupils on their perceptions of the teacher.

*521. Whitfield, Truman. How students perceive their teachers. Theory into Practice 15:5:347-51 Dec'76.

Awareness of how their students perceive them and react to them can help teachers to be more effective and to achieve a good working relationship in the classroom.

**522. Whitfield, Truman D., and Charles M. Galloway. The Use of Pupil Perceptions of Teacher Behaviour to Develop a Classroom Observational System. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, 1978. 35p. Available ERIC. ED 170 310.

Three hundred and sixty grade six students reported their perceptions of their teachers by responding to a questionnaire and to the same questions during interviews. This study describes the processes involved in developing an observational system for analyzing teacher classroom behaviour using the students' responses to the questions.

523. Wilcox, Ray T. Two profiles of the effective secondary school teacher: The teacher who is the students' favorite and the teacher who teaches them the most. Rural Regional Education Association Bulletin 2:8-10 Sum'78.

Besides describing and comparing these two types of teachers, the author finds that the criteria for rating teachers correlate more highly between graduates and principals than between current students and principals.

524. Wilkinson, Kenneth L. Effective and ineffective teacher behaviour as viewed by students in secondary business law classes. Delta Pi Epsilon Journal 21:1:1-11 Jan'79.

Summarizes a study which identified 911 effective and ineffective behaviours of secondary business law teachers as perceived by their students and from these behaviours derived 90 requirements for successful teacher performance. Also determined was the independence of these behaviours to teacher characteristics, external factors, and student characteristics.

*525. Wright, Robert E., and Jack O.L. Saunders. The junior high "good teacher" challenge. Clearing House 50:2:58-64 Oct'76.

Do junior high school students agree on the characteristics of competent teachers? This broad question was divided into three areas -- academic characteristics, personality, and physical characteristics -- of "good teachers". Junior high school students were surveyed. The results are discussed.

526. Zakrajsek, Dorothy B., and Ronald R. Bos. Student evaluations of teaching performance. Journal of Physical Education and Recreation 49:5:64-5 May'78.

An instrument is presented for student rating of a physical education teacher's basic instructional program, covering (1) knowledge, clarity, and enthusiasm; (2) organization and presentation; (3) instructor-student interaction and rapport, and (4) general evaluation.

II. ADMINISTRATOR EVALUATION

A. GENERAL

*527. Abbott, Max G. Evaluating School Administrators: The Scope and Nature of Administrative Performance. Bloomington, Indiana: Phi Delta Kappa, 1975. 16p. ED 151 910. Available as part of ED 151 907 (see #552).

As part of the collection cited in #552, this paper maintains that evaluation of administrative performance should be situationally specific and should be based on a reasonable three-way agreement regarding expectations for that performance, beginning with the administrator being evaluated and including both subordinates and superordinates. The author states that criteria for evaluation should be drawn from both the process and task dimensions of the administrative role in specific situations. He outlines five particular abilities related to decision-making that provide criteria for assessment.

*528. Appel, Joseph M. Yearly evaluation -- a key in assessing superintendents. Thrust for Educational Leadership 9:3:28 Jan'80.

A superintendent evaluation should focus on four elements: curriculum improvement, educational management, community relations, and fiscal affairs.

**529. Baltimore City Public Schools. Performance Evaluation of School Based Administrators. 1979. 42p. Available ERIC. ED 177 687. Microfiche only.

This paper is a brief policy statement concerning evaluation procedures and criteria for administrators in the Baltimore City public schools. A breakdown of criteria includes assessment of educational leadership, management ability, communications, and personal and professional development. Included at the end are numerous forms for evaluating professional personnel in the Baltimore system.

530. Biles, Cheryl F. Determining the effectiveness of administrator inservice. Thrust for Educational Leadership 8:4:19-21 Mr'79.

The Center for Educational Administrator Development utilizes a multifaceted ongoing evaluation design to measure the impact of administrator inservice on personal growth and school climate. The Center's use of evaluative data for needs assessment, program monitoring, and summative evaluation is described.

531. Bolton, Dale L. Evaluating Administrative Personnel in School Systems. New York: Columbia University, Teachers' College Press, 1980. 244p. ED 187 033. Not available ERIC.

This guide to administrator evaluation includes research findings and theoretical background as well as applicatory materials for use by school boards and administrators.

*532. Bolton, Dale L. Problems and Issues in the Evaluation of Administrative Performance. Bloomington, Indiana: Phi Delta Kappa, 1975. 24p. ED 151 911. Available as part of ED 151 907 (see #552).

As part of the collection cited in #552, this paper discusses three categories in administrator evaluation -- design, implementation and evaluation of a system for administrative performance evaluation. The author believes that the reality of the situation is basic to the design of any system. In addition to outlining general principles of evaluation and discussing the collection of evaluation data, the author deals with the purposes and payoffs of administrator evaluation, with who will develop the plan of implementation, with some of the legal and ethical aspects of administrator evaluation, and with problems regarding the reinforcement and support of the evaluation system. He advocates that any administrator performance evaluation system be cyclical, rather than linear.

*533. Bortner, Doyle M. Coping with demands for instructional accountability. NASSP Bulletin 63:427:33-42 My'79.

Strategies for meeting the challenges and responsibilities that the accountability movement implies for the school administrator, particularly the principal, are discussed.

*534. Burch, Barbara G., and W. Elzie Danley. Supervisory role proficiency: a self-assessment. NASSP Bulletin 64:433:91-97 Feb'80.

The authors assert that it is up to the instructional leader to do his or her own assessment of personal abilities and to assign his or her own priorities in the various areas of supervisory responsibility. To help administrators in that undertaking, the authors present their Supervisory Role Proficiency Self-Assessment Instrument and directions for its use.

**535. Caldwell, Brian J. A Competency-Based Approach to Administrator Assessment and In-Service. Paper presented at the International Congress on Education, Vancouver, June 17-20, 1979. 19p. Available ERIC. ED 180 079.

This paper outlines an approach to administrator assessment and in-service education that contrasts with the frequently haphazard and diverse procedures now prevalent in Canada. The approach is based on the systematic identification of competencies required of an administrator. After reviewing trends in the "competency movement", consideration is given to current practices of interest to trustees and senior administrators in Canadian school systems. The focus of the paper is on school-based administrators, with particular attention given to the school principal.

**536. Chafel, Judith A. A Time Analysis Study of the Job of the Elementary Principal. 1979. 35p. Available ERIC. ED 189 683.

The author describes the methodology to be used in a time and motion analysis of ten elementary principals. This research

is intended to answer questions concerning the nature of changes in the activities of principals given the increasing pressures from government, community, faculty, and others in recent years.

**537. Cross, Ray. Elementary School Principal Effectiveness. 1979. 183p. Available ERIC. ED 199 905. Microfiche only.

A review of research on the effect of elementary principal traits and behaviors on school conditions and student outcomes furnishes few supportable generalizations. Lengthy tables in the appendices summarize the important components of the studies reviewed.

538. Cross, Ray. What makes an effective principal? Principal 60:4:19-22 Mar'81.

This article reviews research on principal effectiveness and pronounces the results inconclusive except in revealing that principals have little effect on academic achievement, that personal characteristics are unrelated to success, and that a leadership style demonstrating high concern for both people and task is best.

*539. Danley, W. Elzie, Sr., and Barbara G. Burchl. Teacher perceptions of the effective instructional leader. Clearinghouse 52:2:78-79 Oct'78.

The role of the instructional leader is to facilitate good instruction, which necessitates characteristics and skills of a personal, professional and managerial nature. The authors list these characteristics and skills and suggest that the real instructional leader will try to determine how his teachers perceive him in relation to these skills.

*540. Dickinson, Dallas P. Superintendent evaluation requires a sophisticated step-by-step plan like the one you'll find right here. American School Board Journal 167:6:34, 37-38 Je'80.

This article outlines a formal, specific and structured method a board can use in evaluating a superintendent.

*541. Duhamel, Ronald J., and others. Evaluation of principals. Education Canada 21:2:20-27 Sum'81.

The authors describe a recent Ontario study. The objectives of the study were: (1) to determine if a formal evaluation of principals was taking place; (2) to assess the type of evaluation by examining the basic approaches of process, presage and product evaluation styles; and (3) to outline the extent of the use of each approach in a representative sample of boards in Ontario. Findings and conclusions are presented.

*542. Educational Research Service Evaluating Superintendents and School Boards. Arlington, Va.: ERS, 1978. 120p.

This report summarizes current professional and lay efforts and thinking regarding appropriate methods for evaluating the performance of superintendents and for evaluating the

performance or operational procedures of local school boards. The report includes specific examples of evaluative procedures used by local school systems for superintendents and for school boards. Also included are examples of evaluation instruments suggested by state associations of school boards and state associations of administrators.

*543. Elliot, Norm. What's important? School Trustee 34:1:2 Feb'81.

This editorial argues against tying annual increases in administrative salaries to annual increases in teacher grids because such a system removes the board's incentive to annually review the performance of administrators.

544. Evaluation of principals leaves much to be desired. Manitoba Teacher 57:6:5 Feb'79.

A questionnaire mailed to all superintendents and a sample of principals in 14 school divisions in Manitoba gathered data on probationary periods, frequency and purposes of evaluation of principals, tenure of principals, grievance procedures and other pertinent factors. On the question of evaluation procedures, the surveyor found that relatively few divisions appeared to formally evaluate principals and that what evaluation was done was not always used to the best advantage of the persons and the system concerned.

*545. Evaluation Policy -- Professional Staff. The Pas, Man.: Kelsey School Division, 1978. 19p.

This paper describes the rationale behind the Division's evaluation policy and the procedures used to achieve its objectives. The emphasis is on the formative approach. The evaluation process for both the teaching and the administrative staff is explained. Rating sheets and questionnaires are included.

*546. The evaluator. OSSTF Forum 6:4:153 Oct'80.

A list of characteristics to be sought in an evaluator are presented in a form recommended for use in the schools by the "evaluatee".

547. Flynn, John L. Evaluation of school administrators. Comment on Education 9:1:5-8 Oct'78.

This article explains how recent developments in educational theory and practice are causing personnel in school boards to design performance-based approaches to the evaluation of administrators.

**548. Frederick County Public Schools. Work Plan and Evaluation System of the Frederick County Public Schools. 1978. 20p. Available ERIC. ED 177 685.

The procedure described here is an approach to planning, controlling, and evaluating organizational operations that emphasizes objectives and performance standards against which

organizational results can be measured. The paper discusses purposes of the work plan and evaluation system, expected benefits to be derived, and processes for implementing the system. Described are four documents to be used in this management by objectives approach: system priorities, position descriptions, administrative work plans, and administrative performance evaluations. Forms are reproduced at the end for immediate use.

*549. Gaynor, Allan K. The Role of the School Administrator: Perspective for a Conference on Administrator Evaluation. Bloomington, Indiana: Phi Delta Kappa, 1975. 20p. ED 151 909. Available as part of ED 151 907 (see #552).

As part of the collection cited in #552, this paper focuses on the school principal in an investigation of administrator role in relation to administrator evaluation. The author conceives of role as a social construct (a product of the institution as a social system) and delineates two dimensions of role — task and style. The task component defines what the principal is expected to do, while the style component defines how the principal is expected to perform these tasks. The author maintains that evaluation designs need to describe and analyze role behaviour in both of these domains. He proposes the use of a social systems model to help delineate the major sources of variation in role expectations, information essential for the development of administrator evaluation systems.

**550. Geering, Adrian D. A Prescriptive Model for Determining Professional Development Needs of Principals. 1980. 18p. Available ERIC. ED 199 929.

The model developed for this paper describes procedures for obtaining job relevant data for a needs assessment of principals' competencies to determine the discrepancy between their actual and desired performance. The major components of the model include selecting a committee to oversee the process, completing a job analysis, identifying and weighting required job competencies, measuring actual and desired performance, compiling and presenting needs assessment results, developing alternative procedures, validating professional development needs and developing the program.

*551. Gephart, William J. Designing a Plan for Evaluating Administrative Performance. Bloomington, Indiana: Phi Delta Kappa, 1975. 17p. ED 151 917. Available as part of ED 151 907. (see #552)

The author applies Gerald Nadler's approach to designing work procedures and systems to designing a system for evaluating administrative performance. He lists 10 steps necessary in system development.

*552. Gephart, William J. and others. The Evaluation of Administrative Performance: Parameters, Problems and Practices. Bloomington, Indiana: Phi Delta Kappa, 1975. 249p. Available ERIC. ED 151 907. Microfiche only.

This volume contains papers presented at three 1975 meetings of the National Symposium for Professors of Educational Research. The papers cover the scope and nature of administrative performance (including the evaluation of administrator performance and the role of the school administrator), problems and issues in the evaluation of administrators, designing a plan for evaluating administrative performance, and a summary that addresses four issues raised by administrator evaluation. Five case studies of evaluation programs and plans are also included.

*553. Gorton, Richard A., and Kenneth E. McIntyre. The Senior High School Principalship; vol. II: The Effective Principal. Reston, Va.: National Association of Secondary School Principals, 1978. 90p.

The purpose of this part of a major study on the senior high school principalship was to ascertain the personal characteristics, professional qualities and competencies, and situational conditions which seem to be associated with effective, exemplary senior high school principals.

*554. Grey, Frank, and Margaret L. Burns. Does "management by objectives" work in education? Educational Leadership 36:6:414-17 Mar'79.

Management by objectives has not lived up to expectations but still has great potential as a management tool.

*555. Harper, D.C. and E.A. Holdaway. Evaluation of administrative behaviour in human service organizations. Canadian Administrator 17:7:1-6 Ap'78.

Useful evaluation must be meaningfully related to the behaviour and perceptions of those being evaluated. Self-evaluation is the best basis for the professional development of administrators and should be incorporated as part of the total evaluation of an administrator's behaviour. Most importantly, evaluation must be understood as a dynamic, on-going process of interaction. This paper attempts to provide a basis for initiating an evaluation process based on these principles.

*556. Herman, Jerry J. An up-front approach to administrative evaluation. NASSP Bulletin 62:421:34-42 Nov'78.

The West Bloomfield School District (Michigan) evaluates administrators by utilizing a management by objectives technique, a comprehensive job description based on tasks to be performed, and a self-evaluation guide that serves as a discussion tool during evaluation conferences.

557. How to tell an effective principal from an ordinary one. Executive Educator 1:1:30-32 Jan'79.

This article presents the results of a study in which qualities of sixty secondary principals judged to be very effective were compared with sixty randomly selected principals.

*558. Ingle, Robert B. Administrative Evaluation: A Caveat. Bloomington, Indiana: Phi Delta Kappa, 1975. 8p. ED 151 918. Available as part of ED 151 907 (see #552).

The author examines four major questions that arise when administrator evaluation is under consideration: (1) How can the evaluation be made non-threatening? (2) Should the evaluation be for individual improvement or for decisions regarding employment status? (3) Should administrators be evaluated on process or product? and (4) Should the evaluation techniques be objective or subjective?

*559. Jesse, K.A. Who watches the watchers? Administrative evaluation. Challenge in Educational Administration 17:pt.1-4:71-75 1978.

The Superintendent of Personnel with the Calgary Board of Education presents ways of evaluating administrative personnel whose responsibility it is to evaluate the efforts of others. Six of the evaluative processes used are summarized in chart form in terms of procedure, process, time schedule and positive outcomes.

*560. Knoop, Robert. An Inventory of Competency Statements for Teachers, Principals and Superintendents. Toronto: Ontario Ministry of Education, 1980. 461p.

This report is part of the Co-operative School System Evaluation undertaken by the Ontario Ministry of Education. It contains two parts: construction of performance review inventories and guidelines for applying these inventories.

561. Konrad, Abram G., and Keith P. Sterling. School principal evaluation: view of Alberta superintendents and principals. Admin (Man) 4:1:35-41 Sum'80.

*562. Krajewski, Robert J. The now administrator: transforming weaknesses into strengths. Planning and Changing 9:2:119-24 Sum'78.

The author provides examples of ways an administrator can transform his weaknesses into strengths. An administrator must know who he is and what his best style is.

*563. Kriekard, John A., and M. Scott Norton. Using the competency approach to define the assistant principalship. NASSP Bulletin 64:436:1-8 May'80.

To define the role of the assistant principal in Arizona, this study asked participants to list specific tasks and required competencies. The final list is reproduced here.

**564. Leske, Gary, and Steve Frederickson. Needs Assessment for Vocational Education Administrators: An Evolving System for Staff Development Decision Making. Preliminary Report and Field Test

Report. Minneapolis, Minn.: Minnesota Univ., Research and Development Center for Vocational Education, 1979 & 1980. 72p. & 59p. Available ERIC. ED 198 246 and 198 247. (the latter -- microfiche only).

The goal of this project was to develop staff development needs assessment instruments and procedures to benefit practising and pre-service vocational education administrators. The information provided would assist them in providing for and participating in self-improvement activities. The needs assessment instruments viewed an administrator from three perspectives: (1) content and knowledge of a vocational education administrator knowledge base; (2) operation in terms of general administrative/ managerial competencies; and (3) responsibility for and performance on specific administrative tasks. The second document focusses on a field test initiated to substantiate the utility and application of the instruments.

**565. Licata, Joseph W. Systematic Appraisal of Educational Leadership Personnel. Informal Publications. Columbus, Ohio: Ohio State Univ., Mershon Center, 1980. 75p. Available ERIC. ED 197 423.

This text presents a model that systematically relates professional development and evaluation in an appraisal of educational leadership personnel. While both the development and evaluation components use teacher assessments of administrators as a foundation, the two instruments proceed independently. The development process, which remains confidential, begins with the administrator assessing the teacher data. The administrator initiates an external observation of himself or herself by two trained individuals. The observation is followed by a developmental conference designed to create a personal program for professional growth. The evaluation process involves an assessment of the teacher data by a supervisor who initiates evaluation. Two trained individuals observe the administrator's performance, leading to an evaluation conference which offers recommendations and recognition.

*566. Lipham, James M. The Evaluation of Administrative Performance. Bloomington, Indiana: Phi Delta Kappa, 1975. 18p. ED 151 908. Available as part of ED 151 907 (see #552).

As part of a collection cited in #552, this paper presents a model for the evaluation of administrative performance that includes three interrelated systems -- the micro-organizational, the macro-organizational, and the administrative evaluation systems. He describes the competency/performance approach to administrator evaluation and enumerates organizational and personal variables conditioning administrative behaviour. Three sequential processes of the administrative evaluation system are outlined -- planning for evaluation, collecting information and using evaluative information. The author concludes by offering several suggestions for improving the evaluation of administrative performance.

*567. Lynn, D.A. Evaluation of administrators -- a northern approach. Comment on Education 10:1:4-6 Oct'79.

The Fort Nelson/Stikine Administrators Evaluation Model is described.

568. L'évaluation du rendement des cadres des organismes scolaires. Québec: Ministère de l'éducation, 1978.

*569. McCleary, Lloyd. Evaluation of principals. Theory into Practice 18:1:45-49 Feb'79.

The context for evaluation of the principal is briefly presented as background for a discussion of alternative approaches and instruments. Decision-making matrices, goal-free evaluation and discrepancy evaluation are all presented. Five evaluation processes are also explored: informal annual evaluation, rating forms, performance contracts, Quadrant Assessment Model, and standardized instruments. In conclusion, the author suggests four characteristics associated with an appropriate program for the evaluation of principals.

**570. McDonald, Milton S., and others. Administrator Evaluation: A Look at Georgia and the Nation. Atlanta, Georgia: Georgia Professional Standards Commission, 1979. 47p. Available ERIC. ED 180 106.

This booklet explores administrator evaluation in Georgia and national trends and events, including state mandated programs. Discussed are the results of a survey to determine how school district administrators are evaluated. A second phase of the research is how principals regard their own evaluation. Principals surveyed said that the important keys to successful administrator evaluation are the competence of the person who evaluates and the validity of the instrument used. An extensive bibliography and sample evaluation forms are also included.

*571. McIntyre, Kenneth E., and Ed A. Grant. How principals, teachers and superintendents view the principalship. NASSP Bulletin 64:433:44-49 Feb'80.

Some differences in priorities and rankings emerged when principals, superintendents, and teachers ranked the importance of eight principal competencies and evaluated eighteen principals on their performance.

*572. McKay, A. Bruce, and Robert G. McCord. Consider this neat little way to size up your would-be principals. American School Board Journal 165:4:37 Apr'78.

This article describes an assessment centre program that evaluates assistant principals for their suitability to be principals.

*573. Moberly, David L., and Lindley J. Stiles. Getting a school board to address its primary tasks. Phi Delta Kappan 60:3:236-37 Nov'78.

The Seattle, Washington school board members attended a retreat during the summer. At the retreat, which included the superintendent and a consultant-facilitator, the board examined the superintendent's self-evaluation and worked on long-range goals, short-term priorities, and professional effectiveness.

*574. Musella, Donald F., and H. Donald Joyce. Adminnovation: assessment centre programs. OCLEA 14:19-20 Aut'78.

The Executive Director of the Ontario Council for Leadership in Educational Administration discusses the idea of developing an assessment centre program as part of the Council's service to Ontario educators. The purpose of such a program would be to identify and measure managerial, administrative, supervisory or leadership potential.

575. Nevo, David. Toward a new strategy for evaluation within the school building. Urban Education 13:4:435-52 Jan'79.

Evaluation is an important component of the teaching-learning process, but it is currently missing the mark because tests are separated from the larger function of evaluation. A synoptic framework for evaluation which comprises 4 major components is proposed. The first pertains to evaluation for students, the second for teachers, the third for principals, and the fourth for external groups such as parents or boards of education. The key is that each component refers to the audience served by and not the group subjected to evaluation. Four types of evaluative information, concerning goals, designs, implementation, and outcomes, should be provided in such a way that the information can serve both formative and summative purposes.

576. Parry, Robert John. Elementary School Principal Effectiveness — Perceptions of Principals and Superintendents. Ph.D. thesis, Ontario Institute for Studies in Education, unpublished. 1978.

*577. Peterson, Kent D. The principal's tasks. Administrator's Notebook 26:8:1-4 1977/78.

This paper defines and describes the tasks of the principal, determines the frequency and duration of these tasks, examines their functions within the context of the school as a formal organization, and analyzes the principal's task in light of some more general formulations regarding the nature of managerial work.

*578. Principal Competencies. The Best of ERIC on Educational Management, Number 51. Eugene, Ore.: ERIC Clearinghouse on Education Management, University of Oregon, 1980. 5p. Available ERIC. ED 184 198.

The eleven documents and journal articles annotated here treated the general topic of principal competency. More

specific subjects cover administrator evaluation and administrator role, as well as attitude surveys of administrative personnel.

**579. Principal Evaluation. Research Action Brief Number 12. Eugene, Ore.: ERIC Clearinghouse on Educational Management, 1980. 5p. Available ERIC. ED 193 742.

The research considered here provides the basis for a number of general observations: (1) Evaluation is worthwhile both as a way of measuring principal performance and improving it; (2) The best evaluators appear to be teachers; (3) Principal self-evaluations are not very objective; (4) Evaluation should focus on competencies that make a difference in the quality of education schools provide; (5) The best evaluations are made by large groups of evaluators using precise instruments; (6) Principals should have a say in the kind of evaluation program that is used.

**580. Project SAFE (Survey of Administrative Functional Efficiency). A Feedback Project Designed to Assist Principals. 1980. 8p. Available ERIC. ED 185 668.

The author describes the components of the SAFE Project: (1) a confidential report to the principal summarizing the results of administering the SAFE instrument in the school; (2) a profile of the staff's view of the ideal principal and how the participating principal compared to it; and (3) feedback on how teachers might attempt to improve selected situations at the school.

**581. Redfern, George B. Evaluating Teachers and Administrators: Putting the Pieces Together. Westerville, Ohio: School Management Institute Incorporated, 1978. 116p. Available ERIC. ED 154 527. Microfiche only.

This handbook of guidelines is intended to explain the sum and substance of the evaluation process and to guide a planning committee in designing an evaluation program. The evaluation process discussed is termed "evaluation by objectives". The guidelines for implementing evaluation by objectives have five steps: diagnosing current performance, setting objectives and action plans, achieving objectives and action plans, assessing results, and analyzing results and planning the next cycle. Chapters on getting started on the program and on defining the job to be evaluated are included.

*582. Redfern, George B. Evaluating the Superintendent. Arlington, Va.: American Association of School Administrators, 1980. 76p.

The manual is designed to serve as a resource for school systems in establishing effective evaluation systems. The authors emphasize that, although the evaluation process the board chooses to implement is important, a more crucial factor to successful evaluation is the manner in which the process is carried out.

*583. Regan, Larry P. Principal's performance scale: an informal method of evaluating principals. Orbit 9:1:14-15 Feb'78.

The principal of a London, Ontario school presents a partly humorous, partly serious checklist for principal evaluation.

*584. Renihan, F.I. The evaluation of principals. Saskatchewan Educational Administrator 13:2:22-31 Dec'80.

After reviewing previous research, the author discusses a 1979 Saskatchewan study designed to review current practices of principal assessment in Saskatchewan and to compare perceptions of school principals and directors of education as they pertain to assessment procedures. Recommendations and conclusions based on the findings of the study are presented.

585. Responsive, Evaluative, Accountability System Operating in Newark Schools. Newark, Ohio: Newark City School District, 1980. 64p. ED 188 326. Not available ERIC.

This report describes an accountability system used in an Ohio school district. The planning model is discussed, including rationale for a management system that will assess and improve education in the district. Developmental objectives and management of those objectives are reviewed. Finally, the report discusses how to evaluate and reward the performance of members of the administrative team.

*586. Roelle, Robert J., and Robert L. Monks. A six-point plan for evaluating your superintendent. American School Board Journal 165:9:36-37 Sept'78.

The authors present some guidelines for developing or revising criteria to evaluate a superintendent of schools. The guidelines are based on a study of school superintendents and board presidents in suburban Chicago.

587. Ruttan, Larry G. Administrator merit pay — theory into practice. Thrust for Educational Leadership 8:5:28-30 My'79.

A description of Rialto Unified School District's merit pay system for management personnel including its evaluation and in-service provisions.

*588. Sapone, Carmelo V. An appraisal and evaluation system for teachers and administrators. Educational Technology 20:5:44-49 May'80.

The author presents an evaluation model representative of specific programmatic components and based on issues of attitude change or personal development, process change or instructional development, and structural change or organizational development, for use in administrative and teacher appraisal.

*589. Schutz, Will. Leaders of Schools; FIRO Theory Applied to Administrators. La Jolla, Calif.: University Associates, 1977. 216p.

This study has three major aims: (1) to devise a practical, effective method for selecting and placing school

administrators and for diagnosing administrative problems; (2) to expand and test the FIRO theory of interpersonal behaviour and develop more scales based on the theory; (3) to combine psychological and sociological factors on the same subjects to study their interaction as it relates to administrative success. A detailed manual for accomplishing the first aim is provided in the appendix.

**590. Seagren, Alan T., and Adrian D. Geering. A Process to Determine the Professional Development Needs of Principals in a School District. Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration, Norfolk, Va., 1980. 33p. Available ERIC. ED 197 485.

This paper describes a process for determining professional development needs of principals as a basis for designing inservice programs. A questionnaire was developed containing 60 statements of principals' competencies divided among 12 administrative areas. The respondents were required to make two responses to each item -- the principal's present level of behavior and the importance attached to each level of competency for principals in the district. After analysis of the obtained data, a technique is explained which can be used to identify the most important needs for inservice education.

**591. Seal, Edgar Z. Development, Implementation, and Evaluation of a Model Program for Evaluating School Principals. Ed.D. thesis, Nova University, 1977. 245p. Available ERIC. ED 156 679.

The objective of this project was to improve the Orange, California Unified School District's system for evaluating school principals through the development, implementation, and evaluation of a model program. The intended result of improved evaluation through the model was to identify those management skills which each participating principal needed to develop or improve to become a more effective educational leader in the school and community.

592. Sterling, Keith. Perceptions of Alberta Superintendents and Principles of Principal Evaluation. M.Ed. thesis, University of Alberta, 1977. 150p.

*593. Sterling, Keith P., and Abram G. Konrad. School principal evaluation: views of Alberta superintendents and principals. Challenge in Educational Administration 18:1:43-51 1978.

Alberta school administrators were surveyed regarding their perceptions of the existing importance and the preferred importance of items in a list of 36 evaluative criteria derived from a literature search and through consultation. The results are presented and analyzed.

*594. Sweeney, Jim. Administrator evaluation -- planning and process. Education 101:3:298-300 Spr'81.

Five tasks basic to effective administrator evaluation are described: development of district philosophy; identification of activities crucial to school success;

determination of operational procedures; utilization of forms and records which reflect district philosophy; and examination of the components of the system during a trial period.

*595. Sweeney, Jim, and Shirley Stow. Performance improvement -- a people program. Education 101:3:267-69 Spr'81.

This article describes components of the Administrator Performance Evaluation and Teacher Performance Evaluation System and delineates the functions and responsibilities of the subcommittees necessary for carrying out the program.

*596. Teel, Kenneth S. Performance appraisal: current trends, persistent progress. Personnel Journal 59:4:296-301,316 Apr'80.

A study of current trends in performance evaluations indicates that most large organizations are placing increasing emphasis on the importance of performance appraisal and are making continuing efforts to improve their systems. Trends include narrative evaluations, tying pay more closely to performance, and frequent changes in the appraisal system.

*597. Tesolowski, Dennis G., and Thomas E. Morgan. Selecting educational administrators: the assessment centre technique. NASSP Bulletin 64:433:107-15 Feb'80.

By utilizing assessment centres, the competencies of educational administrators can be measured before hiring or promotion.

**598. Thompson, Bruce. Refinement of the Administrator Professional Leadership Scale. 1974. 15p. Available ERIC. ED 175 911.

The Administrator Professional Leadership Scale was developed to measure the professional leadership quality of a principal, and to provide principals with anonymous feedback on teachers' perceptions of their leadership. Further refinement was carried out to increase its reliability, to discover categories of administrator behaviour considered by teachers when evaluating leadership, and to improve the evaluation of principals according to these dimensions of leadership.

*599. Viehbeck, Barbara. Résumé of "The Study of the Principalship in the Lakehead District Catholic School Boards". Corridor 7:2:5-9 Feb'78.

This study was a professional development project planned for principals by principals. During its course, the participants were introduced to a variety of ideas and resource personnel and had the opportunity to integrate these concepts in refining their role and evaluating their own performance. The study also provided an appropriate climate for the implementation of an evaluation model and for further professional development in the areas identified by the principals.

*600. Walters, Donald L. The measurement of administrative competencies. Phi Delta Kappan 61:6:423-25 Feb'80.

This article describes four systems for assessing administrative competencies, then compares them and comments on their strengths and weaknesses. The four are the Educational Leadership Appraisal, Georgia Principal Assessment System, Individual Learning Materials, and Special Education Supervisor Training.

**601. Washington County Board of Education. Evaluation Materials. Hagerstown, Md.: Washington County Board of Education, 1977. 15p. Available ERIC. ED 177 684. Microfiche only.

Policy and guidelines for teacher and administrator evaluation in the Washington County schools, Maryland, are contained in this paper. Part I discusses observation and evaluation of tenured and non-tenured teachers including discussions of when, who schedules, and who evaluates. Part II examines evaluation of supervisors and administrators. Several blank forms concerned with observation and evaluation are included at the end.

*602. Zakrajsek, Barbra. Evaluation systems: a critical look. NASSP Bulletin 63:423:100-111 Jan'79.

Fifteen models for evaluating the principal are presented and the strengths and weaknesses of their components are analyzed.

BIBLIOGRAPHIES IN EDUCATION SERIES

NO.	DATE	SUBJECT AND ERIC NUMBER	STATUS	ADDENDA
1	June 1969	Pre-Service Teacher Education in Canada ED 034 726	(c/p)	Oct. 1971
2	June 1969	School Dropouts	(o/p)	Feb. 1971
3	October 1969	Flexible Scheduling in Secondary Schools	(o/p)	Nov. 1972
4	Nov. 1969	Computer Uses in Instructional Programs ED 034 728		
5	Dec. 1969	Microteaching ED 036 480	(o/p)	
6	Jan. 1970	Reporting to Parents	(o/p)	
7	Feb. 1970	Teacher Aides ED 037 406	included in No. 16	
8	March 1970	Sex Education	(o/p)	
9	April 1970	Disadvantaged Children in Canada ED 041 965	(o/p)	
10	June 1970	School Year Plans	(o/p)	Jan. 1972 Oct. 1973
11	Aug. 1970	Education Finance in Canada		
12	Oct. 1970	Independent Study ED 045 585	(o/p)	
13	Nov. 1970	Individualized Instruction ED 046 881	(o/p)	
14	Nov. 1970	Histories of Teachers' Associations in Canada	(o/p)	
15	Dec. 1970	Differentiated Staffing ED 045 608	(o/p)	
16	Dec. 1970	Paraprofessional School Personnel ED 048 102	(o/p)	
17	Jan. 1971	Open Area Schools	(o/p)	Dec. 1971
18	Feb. 1971	Parent Involvement in School Programs ED 054 270	(o/p)	
19	March 1971	Behavioral Objectives in Education ED 051 127		
20	April 1971	Teacher Workload ED 054 060	(o/p)	
21	May 1971	Merit Rating ED 057 433		
22	June 1971	Team Teaching ED 055 044		
23	Oct. 1971	Collective Bargaining for Teachers		
24	Dec. 1971	Training Teachers for Inner City Schools ED 058 172		
25	Dec. 1971	Systems Analysis in Education ED 058 171		
26	Jan. 1972	Community Colleges		
27	March 1972	School Discipline ED 064 771		
28	May 1972	Early Childhood Education ED 069 366		
29	June 1972	Teacher Evaluation ED 069 607		
30	Oct. 1972	Intercultural Education -- Indians and Eskimos of North America	(o/p)	
31	Dec. 1972	Community Schools ED 086 695		
32	Feb. 1973	Principals and Vice-Principals		
33	April 1973	Tenure ED 077 863		
34	May 1973	Teacher Autonomy and Teacher Decision Making ED 077 864		
35	June 1973	Paraprofessional School Personnel		
36	Sept. 1973	Differentiated Staffing		
37	Oct. 1973	Secondary Education		
38	Nov. 1973	Independent Study		
39	Dec. 1973	The Practicum in Teacher Education		
40	Jan. 1974	Microteaching		

NO.	DATE	SUBJECT AND ERIC NUMBER	STATUS	ADDENDA
41	Feb. 1974	Interaction Process Analysis		
42	Mar. 1974	Supervision		
43	Apr. 1974	Elementary Education		
44	May 1974	Moral and Values Education ED 097 269		
45	June 1974	Behaviour Modification		
46	Sept. 1974	Work Experience and Cooperative Education Programs		
47	Oct. 1974	Education Finance in Canada		
48	Nov. 1974	Curriculum Development in Canada	O/P	
49	Jan. 1975	School Discipline		
50	Feb. 1975	Junior High and Middle Schools		
51	Mar. 1975	Principals and Vice-Principals ED 114 995		
52	May 1975	Teacher Evaluation		
53	June 1975	Continuing Education for Teachers ED 115 652		
54	Oct. 1975	Tenure		
55	Nov. 1975	Teacher Education Programs for Native People		
56	May 1976	Open Area Schools		
57	Sept. 1976	Industrial Relations in Canada		
58	Oct. 1976	Pre-Service Teacher Education in Canada	O/P	
59	Jan. 1977	Evaluation of Student Teachers		
60	Feb. 1977	Community Schools		
61	Sept. 1977	Pupil Transportation and School Bus Safety in Canada		
62	Mar. 1978	Education Finance in Canada		
63	May 1978	Teacher Workload		
64	July 1978	Selection of Teachers and Student Teachers		
65	August 1978	Principals and Vice-Principals ED 168 163	O/P	
66	October 1978	Tenure ED 168 173		
67	November 1978	School Year Plans		
68	December 1978	Decisionmaking in Education		
69	April 1979	Mastery Learning		
70	September 1979	Teaching French as a Second Language in Canada		
71	June 1980	Part-Time and Substitute Teaching		
72	July 1980	Declining Enrolment		
73	September 1980	Special Education in Canada - Bilingual		
74	December 1981	Teacher and Administrator Evaluation		